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ABSTRACT

This journal, the first in a new series of publications, consists of guides to instructional materials and articles on subjects of interest to teachers in bilingual education programs. The following articles and regular features appear in this issue: (1) Publications of the National Dissemination and Assessment Center, Los Angeles, a list of selected bilirgual curricular and testing materials; (2) Instructional and Resource Materials: Annotations; (3) "Reading and the Bilingual Child," by Doris Ching, an excerpt; (4) The Misinterpretation of Grade Equivalents; (5) Selected Principles on Culture-Fairness in Testing; (6) Test Review: SWRL Proficiency Verification Systems in Mathematics; (7) A Feature Review, Chinese Cultural Heritage in America: Children's Readers of Festivals, includes brief descriptions of the individual booklets in the series; and (8) National Network Highlights, discussing the Asian American Bilingual Center, Berkeley. (AMH)

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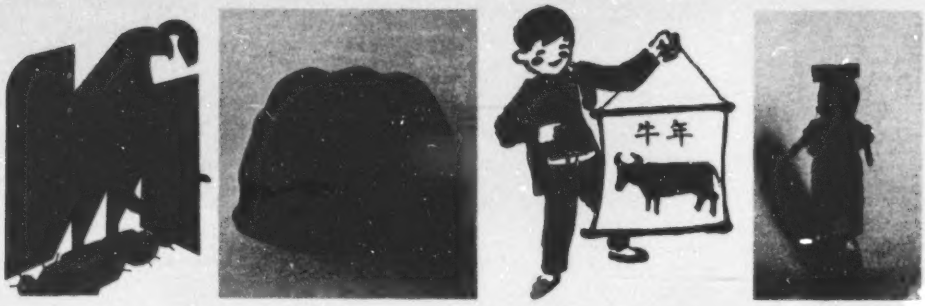

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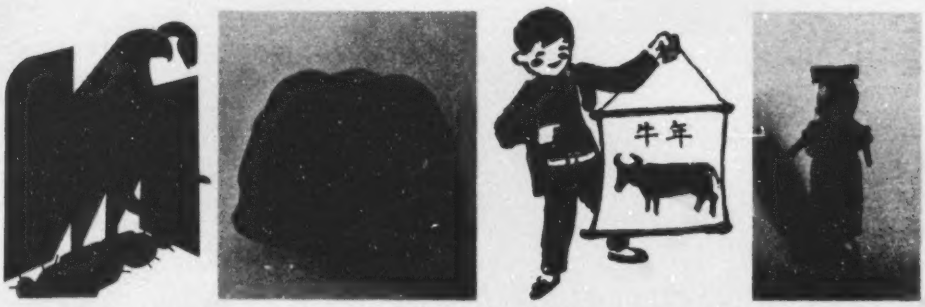

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Publisher's Notes

Bilingual Resources is a guide to bilingual, multicultural instructional materials, tests, and instructional techniques. Annotations and reviews describe materials available in the United States, its possessions or territories. Feature articles describe procedures for the appropriate use of materials, tests, and instructional techniques, as well as materials development efforts.

This publication is prepared by the staff of the National Dissemination and Assessment Center, Los Angeles. The main objectives of the Center are to disseminate information on bilingual education and to publish and sell at cost selected bilingual materials. The Center welcomes your recommendations of materials for review in this publication.

Cover:

The *objet d'art* on the cover is an Indian storyteller designed by Seferina Ortiz, a famous artist of the Cochiti pueblo located on the Rio Grande River in northern New Mexico.

Storytellers are the purveyors of tales about the heroes, history, traditions, values, in short, the culture of a tribe across the generations. In every sense, then, the Indian storyteller is the prototypal teacher and disseminator on our continent. The children located on the doll with their differing degrees of needs and interests clearly depict the transcultural truth: teachers face varying types of students. Fittingly, this delightful figurine is chosen for the initial issue of **Bilingual Resources.**

C.F. Leyba

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Questions and Comments Invited

If you have questions or comments on **Bilingual Resources,** please submit them to the National Dissemination and Assessment Center. Representative ones will be published in future issues.

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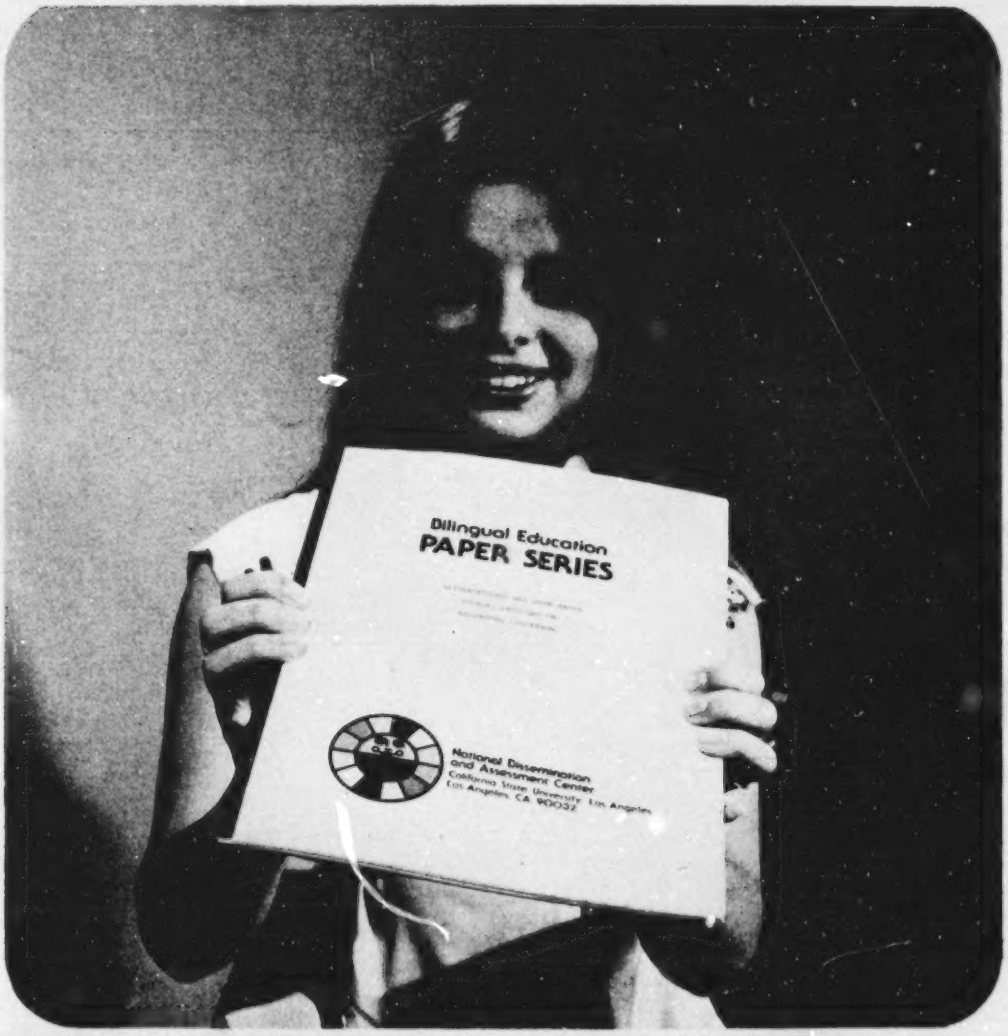

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- Pluralism and Potpourri: Asian Ain'ts . . . John Lum, San Francisco Unified School District
- The Politics of Speaking: An Approach to Evaluating Bilingual-Bicultural Schools . . . Frederick Erickson, Harvard University
- The Dual Language Process in Young Children . . . Eleanor Thonis, Marysville Reading-Learning Center, Marysville, California

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PUBLICATIONS OF THE NATIONAL DISSEMINATION AND ASSESSMENT CENTER, LOS ANGELES

Although there are a variety of services offered by the NDAC-LA, its main task is to collect, assess, and selectively publish bilingual curricular and testing materials. We are very pleased to provide you with the following descriptive list of some of the publications that are available or are in press.

CURRENTLY AVAILABLE

Bilingual Education Paper Series*

The NDAC-LA has established the *Paper Series* to provide educators with recent research and position papers on bilingual education.

The following are brief descriptions of recently released and upcoming issues:

"Dissertations and Data-Based Journal Articles on Bilingual Education"

This publication provides a subject-referenced but unannotated list of references found in *Dissertation Abstracts International* and the *Current Index to Journals in Education* from 1971 to 1976.

"Implications of Current Assessment Procedures for Mexican-American Children" by Jane Mercer, Ph.D.

The realities of discriminatory intelligence-testing of Mexican-American children in a local school district in Riverside, California, are described in this paper. The data, logic, and analysis presented by Dr. Mercer are impeccable and impressive.

"Pluralism and Potpourri: Asian Aint's" by John Lum, Ph.D.

Asian "voicelessness," a statement of how Dr. Lum feels about the present situation Asians face, is a problem of serious magnitude. The author's theoretical model, with its implications of severe mental strains and illnesses, is direct and disturbing. He treats a number of specific questions, such as the use of books from China and cross-cultural orientation techniques, while emphasizing experiential learning over scholarship. The paper is relevant to the problems of learning English and first-language maintenance, as well as to the broader needs of Asian-Americans – especially Chinese-Americans.

"The Politics of Speaking: An Approach to Evaluating Bilingual-Bicultural Schools" by Frederick Erickson, Ph.D.

Dr. Erickson presents a "sociolinguistic design for evaluation research," based upon his ideas about "the politics of speaking," the way a situation influences or determines the conduct of daily speech. He believes that a non-critical position, at the least, is necessary to measure and evaluate the various common speech patterns of bicultural children: "No language used by students would be 'politically illegitimate' or 'subversive.' "

"Linguistic Bases for Bilingual Education" by Muriel Saville-Troike, Ph.D.

Dr. Saville-Troike discusses the various functions and characteristics of language. The author scrutinizes the "contrastive" point of view on language in education, which she feels has held sway the last 30 years. Dr. Saville-Troike believes that "language interference," the idea that the first or native tongue is somehow to **blame** for the difficulty a student might have learning a second language, is an invalid concept. In detailing and analyzing areas of "language interference," the author discusses bilingual education and language instruction from a linguistic point of view.

Instructional Materials Selection Guide

This guide describes Spanish/English materials for bilingual/bicultural education and English as a second language. The emphasis is on materials for teaching language arts, science, history, social studies, and math.

The guide was prepared by teachers and county and district educational personnel throughout the state of California under the direction of the California State Department of Education.

Each description includes a statement on grade levels, components, general description, goals, and organization.

An important reminder: the use of the guide should not be a substitute for actual study of the materials. A list of publishers and their addresses is included.

*A year's subscription (12 issues) is $9.00. Subscriptions may be ordered from:

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IN PROGRESS

Asian-American Study Prints

Have you ever searched libraries and bookstores for materials on various cultures that have vivid photographs and all the necessary information for complete, interesting and enjoyable lessons? Consider, then, the *Asian-American Study Prints* with ten photo essays which provide K-3 grade students with a visual glimpse into the lives of Asian-Americans residing in the state of California. A brief description of each photograph, in Cantonese and English, appears on the back of each print so that the teacher can read it aloud, while simultaneously showing the picture to the students.

The Teacher's Manual provides background information, captions for the prints, vocabulary, questions for discussion, and follow-up activities for classroom use. Some of the topics covered include safety, health, communication, consumer education, food, art, community work and services, housing, career education, immigration, and the status of women.

Designed for use in multi-cultural programs, the prints offer an interesting and different approach to the teaching of culture.

Mexican Culture and Heritage

Developed by educators in the Los Angeles City Unified School District, the *Mexican Culture and Heritage* materials include:

1. A set of K-3 lesson plans for classroom instruction with follow-up activities and references. Spanish vocabulary lists are provided.
2. A Teacher's Guide with extensive background information.
3. A chart with the scope and sequence of the complete project arranged in chronological learning units.

The purposes of the materials are to promote cultural pride among Chicano students and to develop a knowledge of the history, language and contributions of Mexicans and Mexican-Americans.

Prueba De Lectura Del Distrito Escolar De El Monte: Level K (El Monte Reading Test: Level K)

Teachers of Spanish-speaking students will find this test from El Monte School District in California of great interest. The *Prueba De El Monte: Level K* is a criterion-referenced, reading readiness test which was developed by a group of bilingual educators.

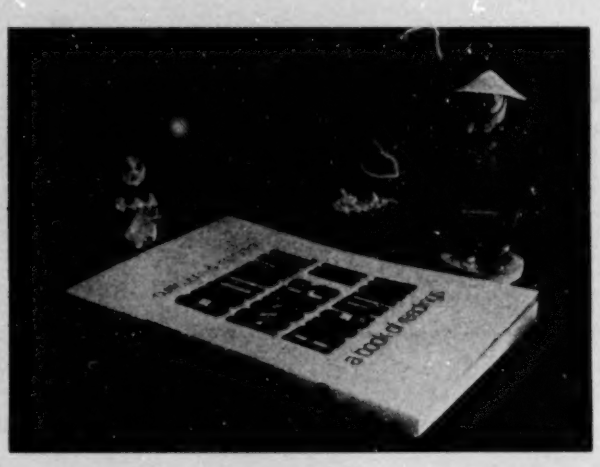
The test items cover nine objectives, with three items per objectives, for a total of 27 items. The items are illustrated with vivid graphics. Directions provided in the teacher's manual are clear and simple to follow. Total administration time is approximately 30 minutes.

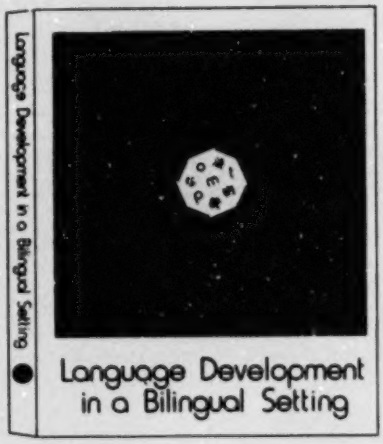
The objectives are:

1. El alumno igualará figuras semejantes.
2. El alumno identificará objetos que se relacionan.
3. El alumno identificará conceptos espaciales (adentro de, debajo de, arriba de, al lado de).
4. El alumno identificará acciones específicas.
5. El alumno identificará los tamaños.
6. El alumno identificará pares de palabras iguales.
7. El alumno marcará una letra cuando se le da el nombre de la misma.
8. El alumno igualará tres mayúsculas con sus minúsculas.
9. El alumno marcará tres palabras que tienen las consonantes q, v, y c suave.

Objectives seven, eight, and nine are first-grade objectives. Items on them will be included in the first and second grade levels of the test. This will permit teachers to monitor students' growth through the primary grades.

From the National Multilingual Multicultural Materials Development Center at Cal Poly, Pomona





Curriculum and Instruction: Cultural Issues in Education, A Book of Readings

The book, which explores the concept of transcultural education, its implications, and its implementation, is designed for undergraduate and graduate students in education, social science and ethnic studies. Classroom teachers, teacher trainers, curriculum developers, counselors, and directors of bilingual programs should find it of special interest.

The readings, by educators involved in bilingual multicultural education, include: *Ethnicity: Implications for Curriculum Development and Teaching* by James A. Banks; *A Transcultural Education Rationale* by Rick L. Hamblin; *The Concept of Culture: Is Transcultural Education Possible?* by Young Pai and Van Cleve Morris; *The Interactive Role of Higher Education Institutions in the Transcultural Movement* by Tomas A. Arciniega; *Communications, Education, and Culture* by Luis Rivera.

Language Development in a Bilingual Setting

This particular text, developed along the same format as the *Curriculum and Instruction* book, contains the latest thinking in five areas important to bilingual education programs. Joaquin Guadalupe Avila and Ramona Godoy deal with the legal aspects of bilingual education; Joshua Fishman and Eduardo Hernandez-Chavez discuss philosophies of bilingual education; Peg Griffin, Del Hymes, and Muriel Saville-Troike treat social factors relative to bilingual education; language and content is the topic dealt with by Stephen D. Krashen, Merrill Swaine, Gustavo Gonzalez and Courtney Cazden; and Bernard Spolsky, Arnulfo Ramirez and Ricardo Cornejo discuss assessment in bilingual education. The readings should be of particular interest to everyone involved in education; at whatever level, whether student, teacher, program director, or counselor, etc.

In part six, Ernest Bernal, Jr. describes and discusses the functions and responsibilities of the National Network for Bilingual Education.

From Pacific Trust Territories

As part of the NDAC-LA's goal to provide curricular materials where needed, the Center is refining and publishing the following materials for use in the Trust Territory of the Pacific Islands. The four texts listed below were developed by the Mariana District Department of Education, Saipan, Mariana Islands.

Atlas of Micronesia for Elementary Schools

Designed for use in grades K-8, this text offers geographical information on the Trust Territory of the Pacific Islands. Accompanying the detailed maps are concise narratives describing each island and its population.

Taga the Great

by Frances S. Baker

A fifth grade reader designed to accompany the social studies unit on the Marianas, the text recounts various legends of Taga as they have been handed down through the centuries.

Our Pacific Neighbors

This upper elementary social studies textbook includes information on Hawaii, Polynesia, Melanesia, Indonesia, and the Phillippines. The narrative in each section proceeds from the time of migration to the present and is illustrated throughout with maps of island chains, routes used by explorers, and population centers.

Pacific Coastline

by Frances S. Baker

A curriculum guide for use in conjunction with the World Book Encyclopedia, the lessons are built around the Encyclopedia. The purpose is to familiarize students with the nations located on the Pacific Coast, with the exception of South American countries.

Sebechem El Menquiu?
Hong er A Kot El Skuul

From Palau: Poster Series accompanies text.

Ke Medengei A Omonguiu?

Prepared at the Language Division, Education Department, Koror, Palau, Western Caroline Islands for the Palauan Reading Program, these two books are designed for use as basal readers. The poster series contains illustrations corresponding to the text. Both readers are charmingly illustrated throughout, and the stories are representative of Palauan daily life and culture.

AUDIO VISUAL MATERIALS

Aesop's Fables

Published by Coronet Instructional Materials, 65 East South Water Street, Chicago, Illinois 60601. © 1968. Language(s): English/Spanish. Length: 3-5 minutes. Intended level: Grades K-3.

Titles: The Ant and the Dove
The Hare with Many Friends
Belling the Cat
The Birds, The Beasts, and The Bat
The Miller, His Son and Their Donkey
The Ant and the Grasshopper
The Woodcutter and the Ax
The Donkey in the Lion's Skin

Current cost: Series of four filmstrips, cassettes and teacher's guide – $56.00.

Aesop's Fables have preserved their charm and usefulness since the time of their translation by the monk Planudes in the 14th century. Originally written around 600 B.C., they soon became popular among children. Each story usually evokes discussions on moral values, ethics and spiritual standards. Giving animals human characteristics is an effective way to maintain the listener's attention.

This series of four filmstrips, with their corresponding cassettes in English and Spanish, offers an invaluable opportunity for the young student to learn while developing listening skills.

Latin American Folktales

(Leyendas de América Latina)
(Filmstrips and Cassettes)

Distributed by Coronet Instructional Media, 65 East South Water Street, Chicago, Illinois 60601. ©1972. Language(s): English/Spanish. Length: 10-12 minutes. Intended level: Grades K-5.

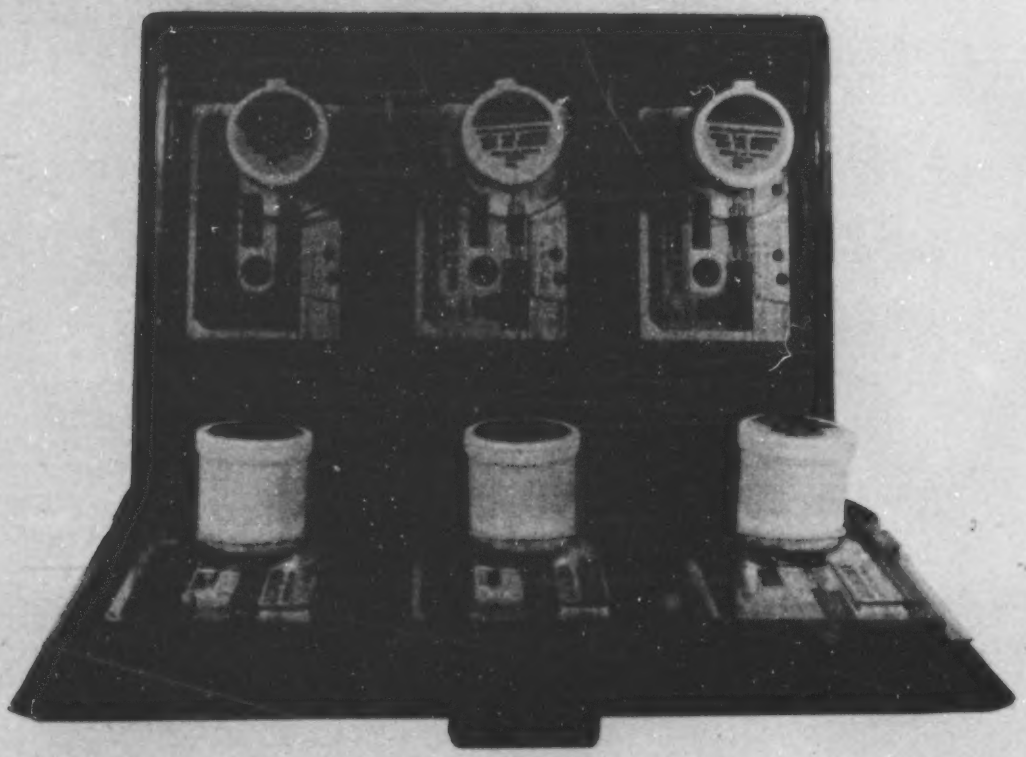
Titles: How Spring Was Born
The Bridge of the Inca
Why the Rabbit Has Long Ears
How the Cactus Got Its Horns
How the Andes Mountains Came to Be
How the Jaguar Got Its Spots

Current cost: Six filmstrips, cassettes and teacher's guide – $87.00.

Legends and tales are an integral part of a nation's history. Greeks, Latins, Saxons – no one escapes the pervasive influence of folktales and myths that weave a net of traditions and support or confirm historic facts.

Latin American Folktales consists of six filmstrips in color with their corresponding cassettes. Each title is self-explanatory and corresponds to legends popular in different countries of Latin America.

The artwork and design are of high quality. The use of language is flawless, and the audio is clear.



Stories About Colors

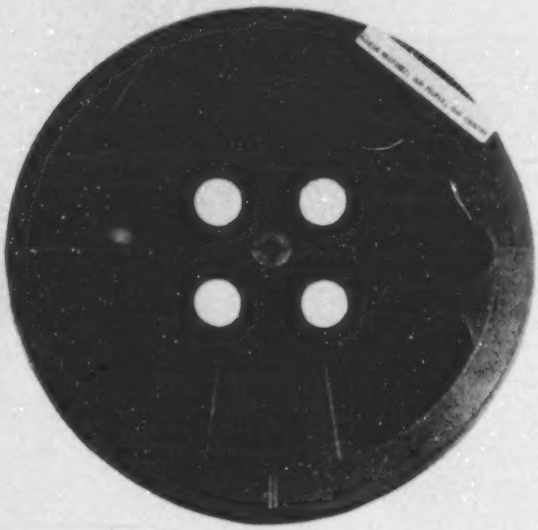
(Filmstrips and Cassettes)

Published by Coronet Instructional Media, 65 East South Water Street, Chicago, Illinois 60601. ©1972. Language(s): English/ Spanish. Length: 10-12 minutes. Intended level: Grades K-3.

Titles: The Purple Flower—La Flor Morada
The Orange Pumpkin—La Calabaza Anaranjada
The Yellow Bird—El Pájaro Amarillo
The Green Caterpillar—El Gusano Verde
The Blue Balloon—El Balón Azul
The Red Car—El Carrito Rojo

Current cost: Series of six filmstrips, cassettes and teacher's guide – $78.00.

These six filmstrips, with their corresponding cassettes, are designed to assist children in learning to recognize colors and their names. The filmstrips also encourage children to think about what makes something or someone special, how fruits change from green to other colors as they ripen, and about colors in a flower garden.



Agueda Martinez: Our People, Our Country

(Film)
By Moctezuma Esparza (Producer)

Distributed by Educational Media Corporation, 2036 Lemoyne Street, Los Angeles, California 90026. Telephone (213)660-4076. © 1977. Language(s): English/Spanish. Length: 16 minutes, in color. Intended level: Grades 5-12.

Current Cost: $24.00 rental (per day); $240 per print.

An uncompromising work of art as well as an educational tool, this documentary film is a beautiful visual essay about the daily life of Agueda Martinez, a native New Mexican grandmother and self-sufficient landworker. She dispels all stereotypes about age and sex as she goes about the tasks of growing, harvesting, and cooking her own food, making her own clothes, and chopping her own wood for the stove. Above all, Agueda is a renowned weaver.

The film, because of the scope of its subject matter, has multiple applications to bilingual classrooms. It shows Agueda gathering herbs used for traditional remedies in the Southwest, a rarely depicted aspect of the culture. The extended family is seen sharing the task of harvesting the traditional crops – chile, corn, squash – prepared by Agueda as customary meals. Her life reflects the rhythms of nature, and a special harmony with herself and her surroundings.

A teaching guide accompanies the film. The guide is divided into two sections. Part I offers suggestions for using the film in elementary level classrooms. Part II offers suggestions for using the film at secondary levels. In each section, teachers will find pre-viewing and post-viewing discussion questions, recommendations for classroom projects and activities, and suggestions for further research and reading.

Folklore Theater

(Videotapes, In Color)
By Carmen Zapata and Severo Pérez, Producers

Distributed by Carmen Zapata and Severo Pérez, 7805 Sunset Boulevard, Suite 207, Los Angeles, California 90046, Telephone (213) 874-6632. ©1977. Language(s): English. Length: One hour. Intended level: Grades 3-9.

Current cost: Available on request from distributors.

Folklore Theater presents a series of myths, on videotape, for multicultural education. The skits are beautiful in design and color.

Myths represent the folklore of Vietnam, Bangladesh, the Mayan people of Mexico, native Americans and inner cities of the United States. One of the most startling of the myths, "How the Coyote Created Man," is a native American story from the Navajos about the origin of different races among people.

The themes are well suited, in particular, to the curiosity of primary school children. The origin of the stellar Southern Cross, the seas and rivers of the world, a discussion of greed, and another of fear, are dramatized in clear imagery and lively dialog.

The producers are Carmen Zapata and Severo Pérez. Ms. Zapata, a well known actress, has appeared in Federico Garcia Lorca's *The House of Bernardo Alba*, at the Inner City Cultural Center in Los Angeles, and makes regular appearances on "Villa Alegre," a bilingual children's television program.

Mr. Pérez is an independent film producer, whose company, Learning Garden, is responsible for some of the creative work seen on the television programs, "Villa Alegre," and "Infinity Factory."

The actors and actresses in the *Folklore Theater's* series of short plays are from the Inner City Cultural Center and the East-West Players.

BOOKS

Antología Historico-Literaria

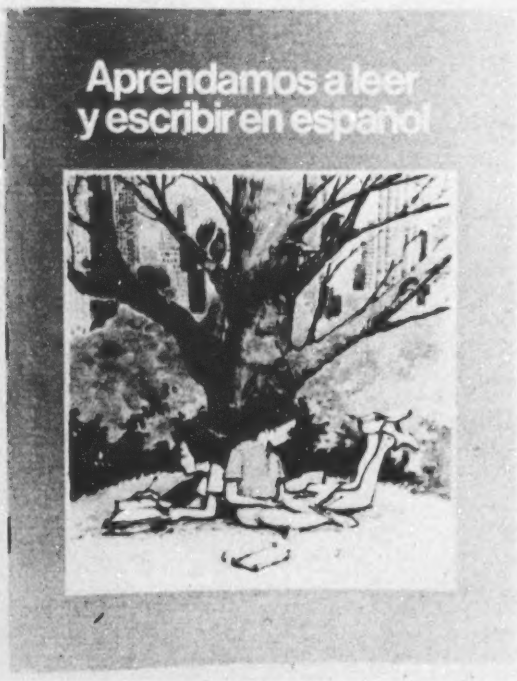
Published by Ediciones Anaya, S.A., Leon Braille 4. Salamanca, Spain. ©1976. Language(s): Type of book and length: Paperback - 254 pages. Intended level: Grade 8.

Current cost: $6.69.

This annotated and illustrated anthology of Spanish literature is presented in a rich historical sweep, from the Middle Ages to the present. Although the intended grade level is the eighth, the volume would be more suitable in its entirety for high school and undergraduate university students with an advanced interest and linguistic competence in Spanish literature.

The sections of the book are "Edad Media" (Middle Ages); "Renacimiento" (The Renaissance); "Barroco" (The Baroque); "Neoclasicismo" (Neo-classicism); "Romanticismo y Realismo" (Romanticism and Realism); "Modernismo, Generación del '98, Tiempos Actuales" (Modernism, the Generation of '98, Present Times); "Literatura y Medios de Comunicación" (Literature and means of Communication); and "Cine, Televisión, y Radio" (Movies, Television and Radio). The vocabulary offers useful definitions of selected literary terms at the end of the book.

The cross section of Spanish literature presented is impressive. Included are works ranging from the "Poema de Mio Cid," through selections from Cervantes, Calderón de la Barca, Quevedo, Antonio Machado, Miguel Hernandez, Rafael Alberti and Blas de Otero.

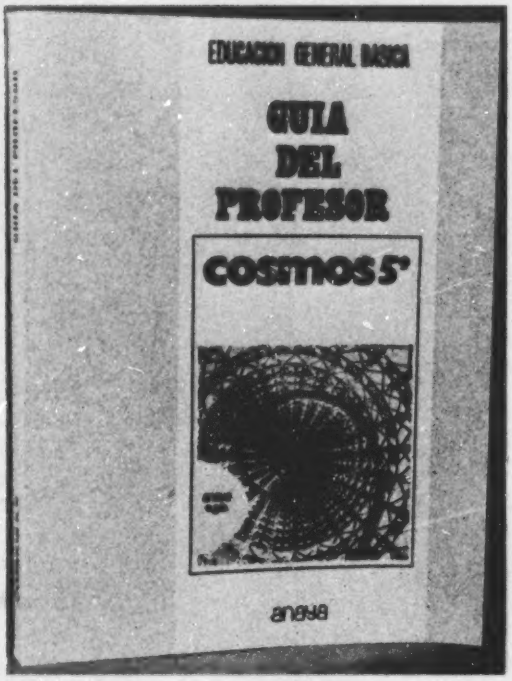


Aprendamos a Leer y Escribir en Español

By Frances Case Theiss and Gloria Aguilar. Published by Open Court Bilingual Foundation Program, 1058 Eighth Street, La Salle, Illinois 61301, Tel. (815) 223-2520. ©1975. Language(s): Spanish. Type of book and length: Paperback - 106 pages. Intended level: Grades K-2.

Current cost: $2.00

This reader is designed to teach basic reading, pronunciation, and writing skills. The basic vowel and consonant sounds are presented in isolation and then in words and phrases. Each page is colorfully illustrated to reinforce vocabulary and concept development, with large, black lettering providing examples of letters and words, and grey lettering giving the children the opportunity to trace letters and learn to print properly. In this way, the several basic strands of language instruction are combined into a developmental and challenging reader. The pages are perforated and may be used as tests by the teacher. An extensive teacher's guide accompanies the reader.



Cosmos

By Juan Casulleras Regás and Laura Masip Bracons. Published by Ediciones Anaya, S.A.. Distributed by Las Américas, L.A. Publishing Company, Inc., 37 Union Square West, New York, New York 10003, Tel. (212) 255-8700. ©1973. Language (s): Spanish. Type of books: Paperback. Intended level: Grades 2-6.

Current cost: Prices vary widely. For complete information, contact distributor.

Is scheduling all the mandated subject areas a problem? Consider this outstanding *Cosmo* series. It combines science and social studies in an attractive, appealing and, yet, functional way.

The drawing and sketches are beautifully depicted. Graded activities in the workbooks and corresponding solutions help students with written expressions of social concepts while learning to read in the subject matter.

This is a fine series to use in teaching the Spanish-speaking child about social studies and science. The subject matter ranges from food, aquatic life and plants to conservation, weather and biological sciences, these being just a few of the many themes presented.

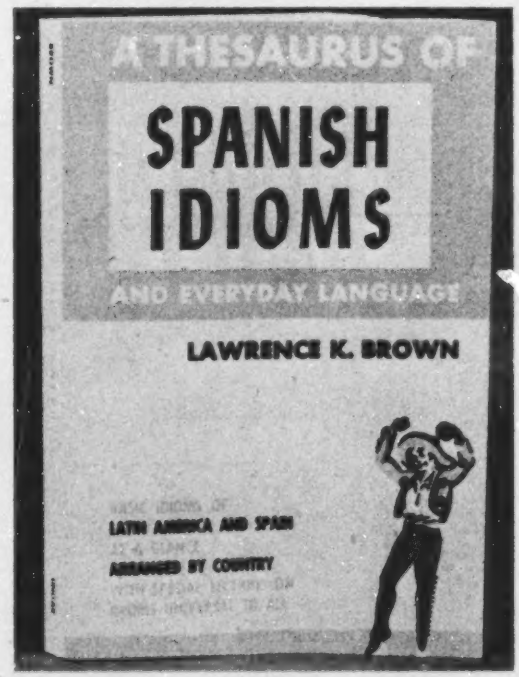
The structure of the Teacher's Guide is by:

- objectives
  - general
  - behavioral
- activities
  - entire group
  - small group
  - individual
- evaluation

The guide presents an ample variety of interesting, worthwhile activities to assist the teacher.

This series consists of:

– *Guía del Profesor*	Teacher's Guide
– *Libro del Consulta*	Textbook
– *Fichas de Evaluación*	Evaluation Book
– *Cuaderno de Trabajo*	Workbook
– *Soluciones*	Answer Book



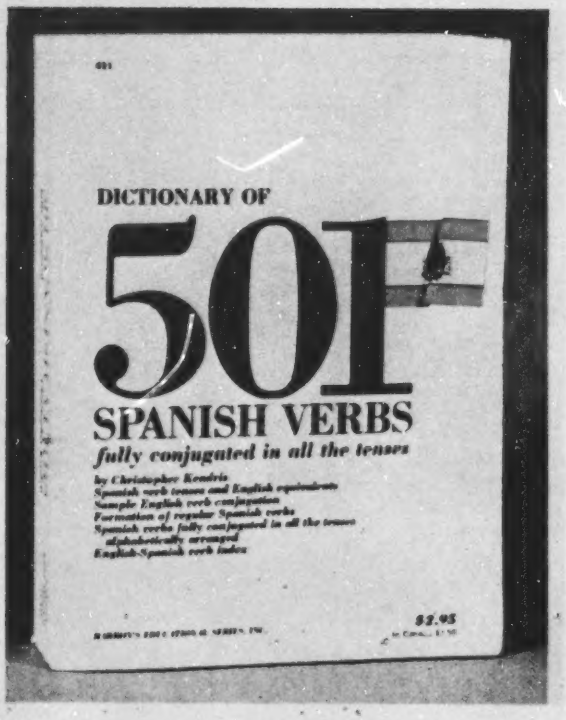
A Thesaurus of Spanish Idioms

By Lawrence K. Brown

Published by Frederick Ungar Publishing Company, 250 Park Avenue South, New York, New York 10003. ©1975. Language (s): English/Spanish. Type of book and length: Paperback - 155 pages. Intended level: University.

Current cost: $2.95.

This compilation of 800 Spanish idioms is designed to enhance spoken and written competence in the language. Its focus is on everyday idiomatic usage. The material is divided into seven parts: Basic Universal Idioms; Advanced Universal Idioms; Familiar Expressions or Slang; Axioms, Proverbs and Adages; Idioms Particular to Individual Countries; Idioms Particular to Groups of Countries, and Business Idioms.



Dictionary of 501 Spanish Verbs

By Christopher Kendris

Published by Barron's Educational Series, Inc., 113 Crossways Park Drive, Woodbury, New York. 11797. ©1971. Language (s): English/Spanish. Type of book and length: Paperback - 532 pages. Intended level: Grades 9-University.

Current cost: $3.50

Verbs are "where the action is," as the author puts it in his preface. This specialized paperback dictionary deals strictly with explanations and the conjugations of 501 verbs. The seven simple tenses are explained in a cogent way, as are the seven compound tenses. A useful table compares the tenses and moods in Spanish with their English equivalents. The 37 pages of introductory explanations of conjugations, verb formation, subject pronouns, etc., provide a firm base on which to build an articulate command of spoken Spanish. The compact layout of the book, one verb per page, makes it an invaluable reference for the beginning student.

Handbook of Spanish Idioms

By Marta Celorio and Annette C. Barlow. Published by Regents Publishing Company, 2 Park Avenue, New York, New York 10016. ©1973. Language (s): English/Spanish. Type of book and length: Paperback - 460 pages. Intended level: University.

Current cost: $6.50

This alphabetized, easy-to-read paperback is designed for the Spanish speaker who wishes to improve his or her fluency and literacy. All examples are taken from Spanish or Latin American literature. Therefore, the book is most appropriate for Spanish majors or minors as well as bilingual teachers who wish to upgrade their competence in Spanish. For bilingual curriculum writers, this handbook is virtually a must.

Expression Plastica

By Juan Amo Vazquez

Published by Ediciones Anaya, S.A., León Braille 4, Salamanca, Spain. Distributed by Las Americas, L.A. Publishing Company, Inc., 37 Union Square West, New York, New York 10003. Tel. (212) 255-8700. ©1976. Language (s): Spanish. Type of book and length: Paperback - 3 volumes - 79, 80, 88 pages. Intended level: Grades 6-8.

Current Cost: $3.80 per Volume.

This set of primers for junior high school students is ideally suited to Spanish-speaking youth who wish to begin to specialize in the visual and plastic arts. Each of the three primers is amply and colorfully illustrated, and the technical content is clear and appropriate to the psychomotor skills of the grade level.

The sixth grade primer, for example, treats the concepts of colors, color combinations, form, perspective in drawing, animals, pen and ink drawing, water colors, composition, and rhythm in art work. Examples of exercises to practice are given, as are samples of the fine work done by such masters as Van Gogh, Jan Vermeer, Goya and Velazquez. The progression to more complex concepts and problems in the seventh and eighth grade primers is steady and well-designed.

Matematicas

By Juan Casulleras Regás and Laura Masip Bracons

Published by Ediciones Anaya, S.A. Distributed by Las Américas, L.A. Publishing Company, Inc., 37 Union Square West, New York, New York 10003. Tel. (212) 255-8700. ©1973. Language(s): Spanish. Type of books: Paperback. Intended level: Grades K-8.

Current cost: Prices vary widely. For complete information, contact distributor.

Tired of apples, oranges, and bushels of wheat? What a relief to see the approach of this elementary math series which stresses the handling of abstractions at a fast pace, incorporates aspects of the new math and, refreshingly enough, retains what is valuable in traditional mathematics.

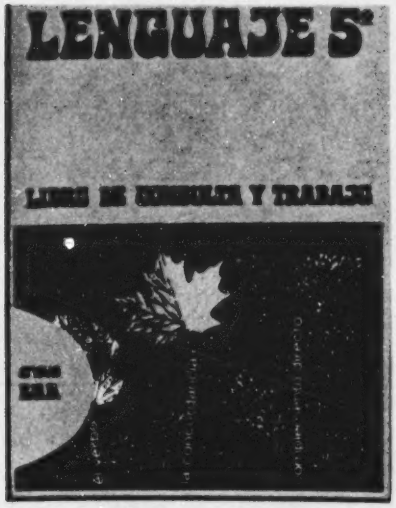
This balanced approach provides space for child involvement in concept formation through the manipulation of objects and observations of vivid, colorful pictures. An opportunity to use imagery as a basis to build both language and math concepts is provided.

Published in Madrid, Spain, this distinctive and comprehensive series includes a Teacher's Guide which follows this fundamental schema:

- general and behavioral objectives
- individual and group activities
- evaluation

All grade levels include the following books:

– *Libro de Consulta*	Textbook
– *Fichas de Enseñanza Individualizada*	Workbook for Individualized Activities
– *Cuaderno de Trabajo*	Workbook
– *Soluciones*	Answer Book
– *Guia del Profesor*	Teacher's Guide



Lenguaje

By Juan Casulleras Regás and Laura Masip Bracons. Published by Ediciones Anaya, S.A. Distributed by Las Américas, L.A. Publishing Company, Inc., 37 Union Square West, New York, New York 10003, Tel. (212) 255-8700. ©1973. Language(s): Spanish. Type of books: Paperback. Intended level: Grades K-8.

Current cost: Prices vary widely. For complete information, contact distributor.

A good classroom program, planned with keen awareness of the special needs and interest of children, is the best recipe for a satisfying school year. The program offered in this series brings the bilingual child to a high level of language performance, thus paving the way for advanced readings in other subjects areas.

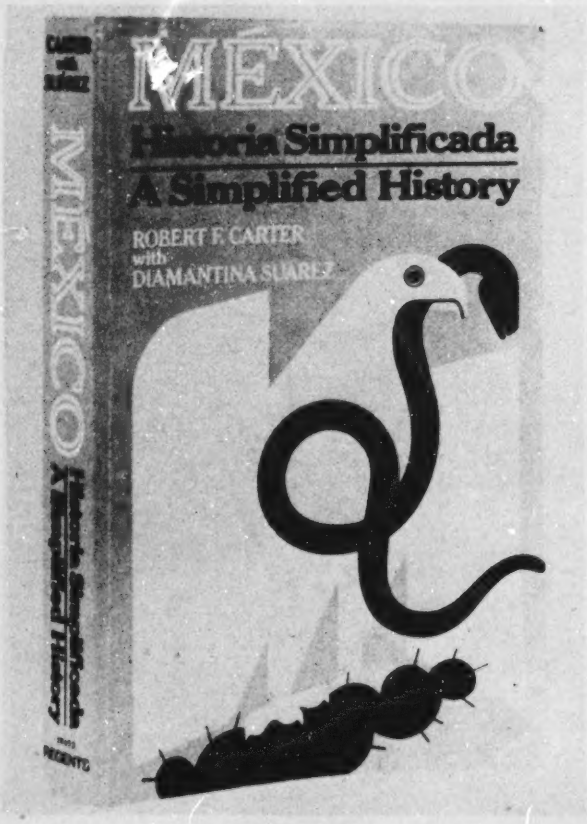
Lenguaje offers teachers a comprehensive, systematic and flexible approach to language teaching where goals, objectives and activities are clearly defined for grades K-8.

In the early grades, *Lenguaje* introduces the students to stories by famous writers and to classical fables such as *Little Red Riding Hood, Snow White and the Seven Dwarfs, Ali Baba and the Forty Thieves,* and many other delightful pieces.

For reinforcement and development of expressive ideas, each unit presents a cartoon-like classic story followed by new vocabulary in the form of pictures.

The structure of the Teacher's Guide is:

– vocabulario	vocabulary
– objetivos	objectives: objetivos generales (general objectives); objetivos de conducta (behavioral objectives)
– actividades individuales	individual activities
– evaluación	evaluation
– material complementario	complementary material



Mexico — Historia Simplificada/A Simplified History

By Robert F. Carter and Diamantina Suarez

Published by Regents Publishing Company, Inc., 2 Park Avenue, New York, New York 10016. ©1977. Language(s): English/Spanish. Type of book and length: Paperback - 429 pages. Intended level: Grades 9-12.

Current cost: $6.95

Mexican history has received superficial treatment in our schools despite the presence of more than 12 million citizens of Mexican descent in the United States. This substantial history remedies, in part, the problem.

The book is stimulating and easy to read, and the material is logically organized. The four main sections are "Before the Spanish Came," "The Fusion of Two Worlds," "The Molding of Mexico," and "Democracy Comes. Or Does It?" The emphasis is on the two latter sections, a possible weakness if the teacher is seeking an ample history of pre-Columbian or pre-Spanish Mexican history. Each chapter in a section is from four to five pages long.

The Spanish and English sections are divided in mid-book by 45 pages of historical illustrations and photographs depicting leaders and events in Mexican history. At the end of both the Spanish and English texts, the authors provide matching and essay question exercises. This permits flexibility in using the book with students at various levels.

Mi Primer Diccionario Illustrado de Ingles

By Dixson and Fox

Published by Regents Publishing Company, Inc., 2 Park Avenue, New York, New York 10016, Tel. (212) 889-2780. 1974. Language(s): English/Spanish. Type of book and length: Paperback - 66 pages. Intended level: Grades K-3.

Current cost: Contact publisher.

The preface of this attractive paperback tells us that it "has been created especially for children who are beginning to learn the English language." This dictionary contains 348 English words selected because they are most frequently spoken and written by English-speaking children. More than 800 words in English and Spanish, including those studied in the text, are listed at the end of the book.

The book is a fine reader and oral exercise book. Each page presents six lively, color illustrations and a simple descriptive sentence which provides additional, contextual meaning on the object or concept. Most of the words are concrete, such as "radio" or "table," but more conceptual words like "quiet" or "good" are also creatively presented.

The book aids the teacher of bilingual children, especially younger LES children, in building basic vocabulary and its semantic application.

The components of the series are:

– *Libro de Consulta*	Textbook
– *Fichas de Enseñanza Individualizada*	Workbook for Individualized Activities
– *Soluciones*	Answer Book
– *Guia de! Profesor*	Teacher's Guide

Missy and the Duke/Missy y El Duque

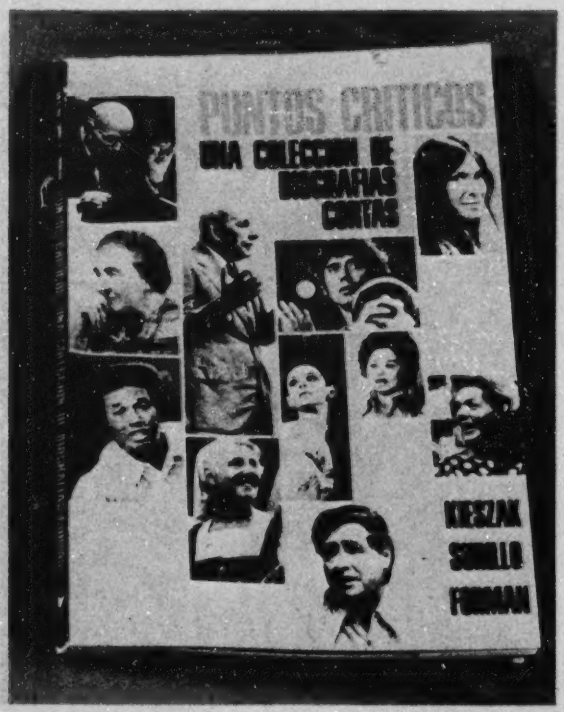
By Fred Crump, Jr.

Published by Prism Press, Blaine Ethridge-Books, 13977 Penrod Street, Detroit, Michigan 48223. ©1977. Language(s): English/Spanish. Type of book and length: Hardbound - 68 pages. Intended level: Grades 5-8.

Current cost: $6.50.

Kids never cease to identify with animals and animal stories. This story of the seaside adventures of a family of cats is a lighthearted supplementary reader, with the English and Spanish texts facing each other. The rescue of a mother cat by a gruff but heroic tom cat makes for an entertaining story, one which might be reserved for independent reading.

The story is divided into 12 chapters. The illustrations of seaside life, the vocabulary of that locale, and the large, easy-to-read type make this a pleasurable reader.



Puntos Criticos (Una Colleccion de Biografias Cortas)

By Kenneth Kieszak, Haydee Surillo and Bernice Forman

Published by Learning Trends, Globe Book Company, Inc., 175 Fifth Avenue, New York, New York 10010. 1977. Language(s): Spanish. Type of book and length: Paperback - 201 pages. Intended level: Grades 7-12.

Current cost: $4.20.

During the warm, lazy days of Fall and late Spring, school days (especially Fridays) beg to be filled with something lively and different, yet related to school work. This striking book of personal and dramatic stories about well-known figures in politics, sports, the arts, entertainment, and government, includes discussion and multiple-choice questions about each personality, providing the social studies or language arts teacher with the potential for testing reading comprehension while allowing for opinion formation by students. The collection is also appropriate for language maintenance purposes among Spanish speakers.

Among the figures presented (portrayed graphically with photos and drawings) are Pablo Casals, César Chavez, Buffy St. Marie, Lauren Bacall, Joe Namath, Arthur Ashe, I.M. Pei, and Roberto Clemente.

(Continued on Page 29)

FEATURE EXCERPT

READING AND THE BILINGUAL CHILD*

BY DORIS C. CHING

INTRODUCTION

Reading and the Bilingual Child is designed for teachers, as well as student teachers, of bilingual (including bidialectal) children. This volume presents a wealth of practical teaching techniques and strategies which are applicable in every classroom. It is authoritatively written and includes these important features:

- Describes the special needs of the bilingual child to help the teacher better identify and understand the child's specific learning needs.
- Reviews and summarizes research on teaching English as a second language and shows the various teaching approaches used in meeting the reading needs of bilingual children.
- Provides a wealth of practical ideas for classroom teachers in the reading instruction of the bilingual child, with suggestions for the development of motivation and self-concept, auditory discrimination, vocabulary and concepts, oral language, and formal reading instruction.

TEACHING INSTRUCTIONS FOR READING INSTRUCTION OF THE BILINGUAL CHILD

Following are suggested strategies for developing the reading skills of bilingual children. Many of these practices have been used by teachers of bilingual children, and they have proved to be valuable in the development of reading skills.

In using the various suggested practices in the reading instruction of the bilingual child, the teacher should integrate the language activities into her whole school program as language is the vehicle of all instruction in every aspect of the school day. Only then will the English language skills of the bilingual child be developed and internalized so that he may learn to read English without encountering difficulties and feelings of frustration and failure.

Development of Motivation and Self-Concept

The needs of the bilingual child that must be met first by the teacher are those of increasing his motivation to learn in the school situation and enhancing his self-concept. The following strategies may be utilized to accomplish these goals:

1. Develop a bond of trust and friendship between teacher and pupil. The child

*Excerpts from Ching, Doris C., *Reading and the Bilingual Child.* Newark, Delaware, 1976. Reprinted with permission of Doris C. Ching and the International Reading Association. (Available from International Reading Association, 800 Barksdale Road, Newark, Delaware 19711. Individual members—$2.00; Others—$3.00).

who trusts and likes his teacher will learn to respect his teacher and will want to win his approval. To develop this bond of trust and friendship, the teacher must show the child through actions and words that he likes him, respects him and his cultural background, accepts his language, believes in him, and expects him to succeed in learning activities selected to meet his needs within the school situation.

2. Provide an atmosphere which will encourage the child to share his home and daily experiences and to talk about himself, his personal interests, and his aspirations. Until the child gains confidence and ease in speaking in the classroom situation, do not make comments such as "Speak loudly so everyone can hear you" or "Pronounce your words more clearly" or "Look at your audience when you are speaking."

3. Provide books in the classroom library and display pictures and various artifacts relating to the cultural heritage of the child in order to reinforce self-identification.

4. Use a camera (Polaroid, if possible) to take photos of class activities and to photograph individual pupils. Then use the photos to motivate oral, writing, and reading activities. Of course, this will also be helpful in development of positive self-concept.

5. Provide live models of achievement by having men and women of the child's cultural background, who have succeeded in various lines of endeavor, speak to the class. The speakers may give biographical details and tell something about their jobs. After the talks, give the children the opportunity to ask questions *(1)*. The diverse careers of the models may help to raise the children's aspirations concerning their own careers.

6. Develop a unit of study relating to the cultural heritages of the bilingual children. Have them bring to class and share materials they may have, such as collections of stamps or coins of the country being studied, artifacts or handicraft of the country's artisans, or various types of clothing worn by people of the country. The unit of study should include the art, music, dance, and literature of the culture. Such a unit of study in the classroom will provide many opportunities for bilingual children to be recognized by their peers.

7. Give bilingual children many opportunities to be recognized by their peers, not only through sharing but also through academic accomplishments. Also help the children develop leadership abilities by initially providing situations in which they might be chairpersons of committees or be responsible for seeing that tasks are carried out by small groups. As abilities to lead increase, responsibilities may be enlarged. Such responsibilities will afford recognition which will enhance self-concept.

8. Involve parents and siblings in class activities whenever possible; for example, invite parents to share their knowledge and materials relating to their culture and ask siblings to share their hobbies or personal interests with the children. Such activities among the children will develop pride in one's own family and will enhance the self-concepts of the participants.

Language Development

Bilingual children will be able to succeed in learning to read English only when they have developed good listening and speaking abilities in the English language. Teachers of bilingual children must not begin formal reading instruction of English until the children have acquired adequate English language skills; otherwise, the children may be doomed to frustration and failure in learning to read.

Before the teacher begins developing the standard English language skills of the bilingual child, he should be aware of the points of linguistic interferences and conflicts in sound and structure between the child's first language and standard English. Following are points of conflict between standard English and the phonological and grammatical aspects of Spanish, Chinese, and Black English.

Summary of Phonological and Grammatical Variations in English and Spanish (3).

1. Certain vowel sounds will be difficult for the Spanish speaking child: /I/bit;/æ/bat;/but; and /u/ full.

2. English relies on voiced (vocal cords vibrate) and voiceless (vocal cords do not vibrate) sounds to establish meaning contrasts, but Spanish does not: bit-pit; buzz-bus.

3. The Spanish speaker does not use these sounds in his language: /v/ vote; /o/then; /z/ zoo; /z/ measure; /j/ jump. Often the speaker will replace these sounds with sounds he perceives to closely resemble them, or with sounds that frequently occur in similar positions in Spanish.

4. Words that end in /r/ plus the consonants /d, t, l, p/ and /s/ are pronounced without the final consonant: card-car, cart-car.

5. In Spanish the blend of /s/ and the consonant sounds /t, p, k, f, m, n, l/ does not occur, nor does any Spanish word begin with the /s/ + consonant sound. A vowel sound precedes the /s/, and the consonant that follows begins the second syllable of the word. Thus the child has the problem not only of starting the word with the /s/, but also of pronouncing two consonants (star may thus become estar and be pronounced es-tar). The final consonant clusters /sp/ wasp, /sk/ disk, and /st/ last also present problems in consonant pronunciation.

6. *Grammatical differences between* the two systems may include the following: subject-predicate agreement (The car runs.); verb tense (I need help yesterday.); use of negative forms (He no go home.); omission of noun determiner in certain contexts (He is farmer.); omission of pronoun forms (Is farmer?); order of adjectives (The cap red is pretty.); and comparison (Is more big.).

This summary serves only as an introduction to the teacher to help him in being alert to the variations between the Spanish and English languages.

Summary of Phonolgical and Grammatical Variations in English and Chinese (3).

There are many dialects of Chinese with Mandarin, which is spoken by approximately 70 percent of the Chinese people as the national dialect. Cantonese, another major dialect, is spoken by most of the Chinese families that come to the United States from Hong Kong, Kowloon, or Macao. Thus, the Cantonese dialect is the one that is discussed below.

1. English has many more vowels than Chinese; for example, /ay/ buy; /aw/ bough; / / bought. There is specific difficulty with production of certain vowels such as the front vowels /iy/ beat, /ey/ bait. This results in homophones for a significant number of English words: beat bit; Luke-look, bait-bet.

2. A number of English consonant sounds are not in Chinese: / / than /o/ that; /s/ she; /n/ need; and /r/ rice.

3. Many English words end in consonants, but in Chinese many of the consonants are not used in final postions; for example /f/ is used only initially in Chinese and the student has difficulty producing it in a final position. Often an extra syllable will be made of the final /f/; day off becomes day offu.

4. Consonant clusters are nonexistent in Cantonese. Those which occur at the ends of words present difficulty in forming plurals and past tenses using /s, t, d, z/: cap-caps, laugh-laughed, wish-wished, dog-dogs.

5. Most grammatical relationships are indicated by word order and auxiliary words in Chinese: "He gave me two books" becomes "Yesterday he give I two book."

6. Numerical designations or auxiliary words are used to indicate plural forms in Chinese: "two books" is "two book."

7. A time word or phrase indicates the tense of a verb. An action verb followed by the auxiliary word *jaw* indicates past or completed tense: "He

go jaw" means "He went."

8. Several English word classes – articles, prepositions, and some conjunctions–are reduced or absent in Chinese.

9. The question form in Chinese does not invert the noun and verb forms. Instead, the order is similar to the statement form but the "empty" words *ma* or *la* are added to the end. For example "Are you an American?" is "You are an American ma?" in Chinese.

10. A subject and a predicate are not required in Chinese when the context is sufficient for understanding. For example, "It rains" may be represented as "Drop rain" in Chinese, while "The mountain is big" may be stated as "Mountain big" in Chinese.

11. Tone or pitch in Chinese distinguishes word meanings, but in English pitch combines with intonation to convey sentence meaning.

The above is but a brief summary to help the classroom teacher understand a number of basic difficulties encountered by Chinese youngsters who who speak the Cantonese dialect.

Summary of Phonological and Grammatical Variations in Standard English and Black English (6).

Sociolinguists generally suggest that there are more similarities than differences between Black English and standard English. Among the differences, some are more relevant to reading problems than others. The following have been found by Labov *(1)*, Wolfram *(7)*, and Shuy *(4)* to be some of the phonological and grammatical interferences which may affect reading:

1. r-lessness. Black English has a rather high degree of r-lessness. The *r* becomes a schwa or simply disappears before vowels as well as before consonants or pauses: *r* is never pronounced in four, Paris becomes Pass, carrot becomes cat.

2. l-lessness. Dropping of the liquid *l* is similar to that of dropping *r* except that the former is often replaced by a back unrounded glide (u) instead of the center glide for *r*. Or the *l* disappears completely, especially after the back-rounded vowels. Examples: help = hep, tool = too, all = awe, fault = fought.

3. Simplification of consonant clusters at the end of words. There is a general tendency to reduce end consonant clusters to single consonants, particularly those ending in /t/, /d/, /s/, or /z/. In approximate order of frequency, the /t,d/ clusters affected are -st, -ft, -nt, -nd, -ld, -zd, -md, thus generating homonyms such as past = pass, meant = men, rift = riff, mend = men, wind = wine, hold = hole. The /s,z/ cluster simplification results in these homonyms: six = sick, box = bock, Max = Mack, mix = Mick. Labov found that the simplification of the /s,z/ clusters is much more characteristic of Black speakers than of White speakers.

4. Weakening of final consonants. This is another example of a general tendency to produce less information after stressed vowels, so that the endings of words (be they consonants, unstressed final vowels, or weak syllables) are devoiced or dropped entirely. Children who possess this characteristic seem to have the most serious reading problems. Most affected by this are the following: boot = boo, road = row, feed = feet, seat = seed = see, poor = poke - pope, bit = bid = big.

Labov and Wolfram, from their respective studies in Harlem and Detroit, contributed significant data on Black English grammatical rules which may be sources of reading problems.

5. Possessive deletion. The absence of /-s/ inflection results in: John's cousin = John cousin, whoever's book = whoever book. Delection of /-r/ makes two possessive pronouns identical to personal pronouns: their book = they book, your = you = you-all.

6. Verb suffix. Labov believes that the third person singular was not present in Black English but imported from standard English in view of the lower percentage of use (only 5-15 percent in some cases) and the sharp class stratification between middle and working classes. Some illustrations of the use of the verb suffix in Black English are: Somebody get hurts. He can goes out. He always bes on the beach mosta de time. All our men ares each on side. We goes to church on Sunday. Judy go to school today.

7. Be_2 form. There are two forms of "do" and two forms of "have" in English as in "Does he do it?" and "Has he had any?" In the first question, they could be called Do_1 and Do_2. The second form in each class is a normal main verb. *Be* has a main verb Be_2 which is like other main verbs. The meaning of Be_2 is so versatile that in some instances standard English has no equivalents:

a) Habitual rather than a temporal or short occurrence. From now on, I don't be playing. He be sad. I be crying. She always be happy. Guys that bes with us.

b) Repeated occurence. Wolfram found between 11 to 16 percent of frequency adverbs with Be_2, such as hardly, usually, sometimes, always, mostly, all the time.

c) Single nonrepeated activity in the future. This practice is used in all cases where *will* is possible or where an underlying *will* could be elicited in tag questions or in negatives: Sometime he don't be busy. He be in in a few minutes. I know he will. Sometime he be busy. I know he do.

d) Deletion of "would." She just be talking, and I wouldn't listen. If he didn't have to go away, he be home.

8. Copulation. Copula deletion is considered basically a phonological process, but it also has strong grammatical constraints which are not random. Deletion may occur with verb following, no vowel preceding, but pronoun preceding. Semantically, deletion occurs most often on short active utterances: Riff eatin. He going. Ricky too old. Jim goin. She real tired. Carol chairman.

9. Person-number agreement.

a) In Black English, there is person-number agreement for I am, you are, and he is.

b) There is no third person singular marker, as in most languages around the world. The preferred forms are: He don't. He do. He have. *Does, has,* and *says* are used infrequently.

c) *Was* is the preferred form for past tense of *be.*

10. Past tense. Phonological conditioning weakens the regular past tense as in the reduction of /t,d/ inflection: passed = pass, missed = miss, fined = fine, picked = pick, loaned = loan, raised = raise.

11. Negative forms and negation. A study of these forms should convince anyone that Black English has rules as other dialects do. In Black English, *ain't* is used as past negative; for example, I told im I ain't pull it; He didn't do nothing much, and I ain't neither. Adults used *didn't* more often than *ain't.* Preteens use *ain't* less often than teenagers. *Ain't* is a stigmatized form but has special social meaning to teenagers.

In negation, Black English seems to carry negative concord principles further than nonstandard Anglo English. Examples: Nobody had no bloody nose or nosebleed. I am no strong drinker. She didn't play with none of us. Down there nobody don't know about no club.

This brief summary concerning Black English is by no means complete but should give the classroom teacher an introduction to variations between Black English and standard English that may affect children's learning to read.

When the teacher has acquired a basic knowledge of the linguistic variations between standard English and the children's first language and when he has diagnosed the specific linguistic needs of the children, he is ready to plan and execute an English language skill development program in his class. Following are some suggestions for the program in the areas of: 1) auditory discrimination, 2) vocabulary and concept development, 3) grammar, and 4) oral expression.

Development of Auditory Discrimination

1. The following activities may be used

to stimulate children's auditory acuity or sense of hearing and help them become more aware of the sounds which occur around them.

a) Have the pupils list all the sounds they hear on their way to and from school or on the playground. Have them recall all the sounds they can remember hearing on various trips they have taken — to the zoo, dairy, fire station, airport. The teacher might write the sounds on the board as the children name the various sounds.
b) Have the children make individual lists of both the sounds they enjoy and the sounds they find unpleasant.
c) Ask the children to close their eyes. Make sounds with various objects—coins, pins, pencils, paper, scissors, water glass—and have the pupils guess the object used to make each sound.
d) Have the children sit quietly in the classroom for a few minutes and list all the sounds they hear during that period of time—a car passing, a person walking, a dog barking, someone sneezing, a door slamming.
e) Have storytelling in which each pupil contributes a sentence with a sound mentioned in it. After each pupil contributes his sentence, he calls on another pupil to contribute a sentence. The title of the story may be "The Cave of Mysterious Sounds," "A Trip to the Zoo on the Planet Mars," or "The Town of Noisy People." The children may select their own title for the story.
f) Read stories or poems in which there are various sounds — engines, animals, water, wind, rain. Have the pupils repeat the words or phrases used to create the illusions of the sounds.
g) Have the children watch and listen to a sound film. Tell them to be ready to ask questions about the important points of the film after it is shown.
h) Play games that require attentive listening, such as: *Simon says.* A child takes the part of Simon and directs the others to do various things, such as "Clap your hands," "Close your eyes," "Raise your right hand." The directive should not be carried out unless it is preceded by "Simon says."
Gossip. The first child whispers a message to the child next to him and each succeeding child whispers what he heard to the next child. At the end, the final message heard is compared to what the first child whispered.
Going to the grocery store. The first child says, "I'm going to the grocery store to buy some eggs." The next child adds an item to be bought at the store and repeats the preceding item. Each succeeding child adds another item to the list and repeats all preceding items.
The games should be played in small groups once the children have learned the procedures for playing.

2. The tape recorder can be used in a variety of activities to develop pupils' auditory perception.

a) Familiar sounds can be recorded and played back for children to guess what produced each sound. The sounds may be made by clapping hands, ringing a doorbell, knocking on a door, sharpening a pencil, washing a glass, starting a car, or walking on concrete pavement.
b) Children's conversation and discussion periods may be recorded. Then they may listen to what they have said and discuss what aspects could be improved in future sessions.
c) Have the children listen to recorded short stories. Ask them to list all action words or descriptive words that added interest to the stories.
d) Have the children listen to the tape recording of a story. Stop the recorder before the story ends and have various pupils tell how they think the story will end. Then play the rest of the recording.
e) Record children's reports about various topics as they share them with class members. Have members of the class tell what they learned from the oral reports of individual children. Then play the recording to see if important points of the reports were remembered.
f) Poetry and stories may be recorded and then played to the children. Questions about the characters, the sequence, and specific incidents may then be asked and discussed with the pupils. On occasion, before the tape is played, the pupils may be asked to listen for specific things.

Listening centers may be set up in elementary classrooms so that listening activities with the tape recorder can be carried on with some privacy and without disturbing other members of the class. A listening center consists of an audio device with eight or more sets of earphones or headphones, each of which can be plugged individually into the listening center to enable the children to hear the tape recordings. Such listening centers may be used by children during free time or while the teacher is doing individual or group work with other members of the class.

3. Storytelling by the teacher or pupils gives children opportunities to listen appreciatively. The teacher should guide the pupils in learning to respond to the stories or poetry by enjoying the plot or reacting to the mood; creating visual images of the action described; and interpreting the feelings, motivations, and behavior of the characters. Activities such as the following will help children to learn to listen more appreciatively and creatively:

a) Have the children do a spontaneous dramatization of a story or poem read to them.
b) Have the children express in pantomime poetry that is read or reread to them.
c) Have the children write or tell original endings to a story that is read to them.
d) Have the children draw pictures for the "television showing" of a story or poem that is read to them.

4. The following activities may be used by the teacher to develop children's abilities to use correct speech sounds in oral expression:

a) Record lists of words with sounds with which the pupils are having difficulty. The recording should give the pupils opportunity to repeat each word after it has been pronounced. The recording should be used only with teacher guidance until pupils can make the sounds correctly. Then pupils may use the tape for independent practice.
b) When the pupils are able to pronounce correctly the words with the sounds with which they had had difficulty, tape record sentences containing many words with the sounds with which the pupils need practice. Again, the tape should be used with teacher guidance until the pupils can make the sounds correctly in sentences; then, it may be used for independent practice.
c) The classroom may have a tape recording activity center. Each day a different activity may be described on a 5x8 card. For example, the pupils may be asked to think of five words with a particular sound in them (such as the short *i* sound)

and also think of five sentences, each of which contains a word with the same sound. Of course, the sound selected would be one on which the pupils need practice. The teacher should instruct the pupils in how to use the tape recorder. The pupils may go to the center during free time to execute the activity described for the day or week. Each pupil says his name before doing the activity so that the teacher will be able to evaluate the performances of individual pupils.

d) Have the pupils make individual booklets with pictures of words containing specific sounds with which they need practice. For example, if they have a tendency to omit the final *s* sound from words, they may have a page in their booklets devoted to pictures for words with a final *s*. Have the pupils label their pictures and, during their free time, take turns with classmates naming the pictures to gain oral practice with the sounds.

Vocabulary and Concept Development

1. Direct experience is the chief source and means of vocabulary and concept development. It is from the materials of direct experience that the child develops clear and accurate meanings and concepts by sensing the relationship between verbal symbols and experience. Therefore, the child who has a poor speaking vocabulary should be given the opportunity to examine, manipulate, and talk about various materials, including tools, toys, objects, specimens, and models in the classroom.

2. Specific vocabulary lists may be developed by classroom teachers to guide them in building the vocabulary and concepts of bilingual children. The Dolch list of Basic Sight Vocabulary of 220 Words may be used along with lists of foods; animals; parts of the body; types of clothing; words relating to the home, school and neighborhood environments; and other frequently used words such as *hello, excuse me, lunch,* and *shut.*

3. Various methods must be used to help the child become familiar with words and their meanings:

a) The teacher may show an object, name it, and have the pupils repeat its name. This procedure may be included as part of a game. A "surprise box" may contain a number of objects. A child may be called upon to select an object from the box and, as he does so, the teacher names the object selected, the child repeats the name, and then the whole class pronounces it. Eventually, the child and class name the object by using a sentence such as, "I have a red book in my hand" or "This is a red book." At times the child may be asked by the teacher or another pupil to do something with the object. After following the instruction, the child verbalizes his action to the rest of the group. At other times, the child may perform an act of his own thinking and call on another pupil to describe his action. If the child called upon does it accurately, he is given the opportunity to perform an act with the same object and call on another pupil to describe his action. The teacher may permit this procedure to continue until he feels that the pupils have learned to pronounce the word being taught and have gained an understanding of its meaning by seeing it, feeling it, using it, playing with it, hearing it, smelling it, tasting it, or doing any other action that would extend the meaning of the word.

b) Words that cannot be visualized as specific objects may be dramatized with the use of various materials to convey their meanings. For example, verbs and prepositions (such as *walk, eat, in,* and *on)* may be dramatized by the teacher to develop their meanings. For each word, he may dramatize such sentences as: See me *walk* to the door. I like to *eat* apples. I put the ball *in* the box. I put the pencil *on* the table. He should dramatize several sentences for each of the words to be sure the children understand its meaning. After the dramatization of each word, pupils may be called upon to follow specific directions with the word to show their understanding of it. Each child should verbalize his action after the performance of the act. To check on pupil understanding of each word and to extend its meaning, individual pupils or small groups of pupils may dramatize the meaning of each word in various ways of their own and call on specific pupils to verbalize their performances.

c) The teacher may use simple stick figure illustrations, pictures, recordings, slides, films, filmstrips, diagrams, charts, and books to further extend the meaning and understanding of each word. The pupils themselves may be asked to make illustrations for each new word and phrase and put them together into booklet form. This could be used by the teacher as an evaluative device to check pupil understanding of each word.

d) Another technique to check pupil understanding of each word taught is to ask questions requiring answers which would show pupil knowledge or lack of knowledge of the word. Pupils should answer the questions orally in complete sentences. Questions such as the following may be asked: What does Jim have *on* his desk? Do you *walk* to school? Who sits *between* Linda and Peter? Pupils may reply as follows: Jim has a pencil *on* his desk. Yes, I *walk* to school every morning. Juanita sits *between* Linda and Peter.

e) The teacher may provide conversation and discussion periods in which pupils are encouraged to use the new vocabulary and concepts learned. For example, after being taught the word and concept of *water,* pupils may discuss the importance of water to their daily lives, the various forms of water, and the ways in which we utilize water. Such a discussion period would do much in extending pupil understanding of the word and give the pupils opportunities to gain verbal practice with the word.

f) After understanding of the word has been developed, pupils should be given opportunities to read the word in various contexts and situations. In the beginning, chart stories developed with the pupils may be used. The children may also write original stories individually, using the new word or words learned. These stories may be shared orally and then put into booklet form for the class to enjoy at their leisure. The teacher should also place books in the classroom library which feature the words and concepts studied.

g) The teacher should also provide experiences outside the classroom to develop the children's concepts and vocabularies. Children may go on field trips by walking to places of interest in the neighborhood or taking bus trips to more distant

places in the community where animals, objects, and processes unfamiliar to the children may be observed. Trips that may be of value in the immediate neighborhood include walks to see changes in the season, homes or business establishments being built, soil erosion, a modern supermarket, operations of digging and lifting machines, or a nearby fire station. Other places in the community that may enrich the children's concepts and vocabulary include the airport, post office, library, newspaper printing facilities, bakery, harbor, police station, museum, aquarium, dairy, factories, telephone exchange, and observatory. However, in order for these first-hand experiences to be effective in building concepts and vocabulary, the teacher must prepare the children for the planned experience, connect vocabulary and concepts to the experience, and utilize vocabulary and concepts in discussion and writing after the experience. In preliminary discussions of the trip to be taken, the teacher should guide the children concerning important aspects of the trip to be observed so that they may become critical observers of their environment. Discussions should be held about what the children want to find out on the trip, what they might want to ask their guide, and what they should look for. Following the field trip, the teacher should guide the children in evaluating the extent to which the purposes of the trip were achieved. They might discuss whether they accomplished what they set out to do, whether they found the answers to their questions, and what information they gained.

Development of Grammar

1. The audiolingual approach is an effective means for helping bilingual children learn the grammatical (including syntactical and morphological) elements of standard English. This approach is a speaker-hearer process and the step-by-step procedure for teaching grammatical elements is as follows:

a) The teacher produces the structure model and repeats it several times.
b) The teacher provides the cues, with the whole class, small groups, and then individuals responding to the cues.
c) The pupils are given opportunities to use the specific structure models taught independently in a variety of situations.

2. Tape record some of the children's favorite stories to familiarize them with the syntactical regularities of standard English. If there are filmstrips available for the stories, they may be viewed as the recording is played.

3. The teacher may verbalize some of the children's first-hand experiences. Then he may record stories of the experiences for individual listening. The stories may also be duplicated in the form of a booklet, with blank pages included for the children's own illustrations. The illustrations may serve as contextual clues as the pupils read the story individually or to each other. These story booklets may be taken home by the children who may read the stories to their parents or have the stories read to them by their parents.

4. Have each child make sets of cards with words and phrases that form sentences. Use different colored paper for each sentence so that the cards will not be placed in the wrong sets. When the cards are not in use, put a rubber band around each set to keep the sets separate. When the color of a set is called, the pupils are to arrange the words and phrases to form a sentence which best expresses the thought. Ask the pupil who completes the task first to read his sentence to the class. If his sentence arrangement is not the best, call on another pupil to read his arrangement. Continue this procedure until the best one is read. Then have the whole class read the sentence orally. For example, one set of cards may contain the following words and phrases: that present, bought, Ellen, for you. The children may arrange the cards in these ways: a) That present Ellen bought for you; b) Ellen bought for you that present; c) Ellen bought that present for you. The pupils who placed the cards in the last arrangement would have selected the best sentence.

5. Write on the chalkboard a list of words which belong in different word classes. Then read various incomplete sentences to the pupils with words omitted in different parts of the sentences. Ask the pupils to select the word from the chalkboard list which best completes each sentence. For example, words listed may include: *biggest, walks, quietly, for.* Incomplete sentences read by the teacher may include:

a) Jack_____ to school everyday.
b) I bought this ice cream cone _____you.
c) He ate the_____piece of pie.
d) Maria spoke_____because her baby sister was sleeping.

If he wishes to do so, the teacher may write the words on small cards and the sentences on durable paper so that the children may do this exercise as an independent activity.

6. The teacher should continually evaluate the needs of the children in terms of the grammatical aspects of standard English. He may devise lessons on tape to provide practice with structural patterns that are causing children difficulty. Each lesson should focus on one item of difficulty. Each item selected for correction and practice should be called to the attention of the children and discussed with them to enable them to become aware of the differences between the pattern they use and the pattern used in standard English. The lesson should help the children learn to discriminate between the two patterns and give them oral practice with the structural pattern being taught. The recording should give the pupils opportunity to repeat the structural pattern after it has been heard. After initial introduction and instruction by the teacher of a particular structural pattern, the taped lessons may be used for independent practice.

7. The Language Master may also be used to provide practice with structural patterns of standard English. The machine records and plays back from a strip of recording tape which is fastened to a card. The cards may be purchased for a nominal cost in sets of 100. Thus, it is possible for the teacher to develop a program to meet the particular needs of his children. The machine has a two track audio system so the child may listen to a structural pattern prerecorded by the teacher, record his reproduction of the same pattern, listen to it, and then compare it with the teacher's if he wishes to evaluate what he has recorded.

8. A buddy or tutorial system may be utilized whereby pupil pairs drill and teach each other. Pairs may have similar needs, or a bilingual child may be paired with a standard English-speaking child. Pairs may consist of pupils within the same classroom or grade level or be from different grade levels. Pupil pairs may be used not only for structural pattern practice but also for phonological and vocabulary practice.

9. After observation of the children's needs, the teacher may develop a wall chart which shows standard and nonstandard equivalents for the aspects of the English language with which the children seem to be having the most difficulty.

10. Have the children engage in substitution drills, replacement drills, cued-answer drills, transformation drills, and pattern drills in order to provide practice with the standard English dialect (*3*).

Substitution Drills.

Peter's going to school. He's going to school.

Judy's going to school. She's going to school.

Use sentence structures which have already been taught.

Replacement Drills.

Teacher: Henry threw the ball. (T points to *caught.)*

Students: Henry caught the ball.

Teacher: Henry caught the ball. (T points to *he.)*

Students: He caught the ball.

Write the replacement items on the chalkboard (*caught, he*). After the sentence is presented, point to one of the words and have the pupils replace the equivalent in the sentence.

Cued-Answer Drills. Ask questions which require specific individual or group responses.

Teacher: Where did Bob go?

Students: He went to the park.

Transformation Drills. Present sentences for the pupils to transform.

Teacher: Billy likes to read.

Students: Does Billy like to read?

Teacher: Rabbits eat carrots.

Students: Carrots are eaten by rabbits.

Pattern Drills. In teaching the basic sentence structures, have the pupils compose their own sentences using the same basic pattern taught.

Children play. Boys run. Girls skip.

She is happy. We are sad. They are tired.

11. Have the children translate statements from their first language to standard English. Discuss the differences in the statement which convey the same meaning and the various situations when the statements may be appropriately used.

Nonstandard: I no go home now.

Standard: I'm not going home now.

Oral Language Development

The children should engage in as many oral language activities as possible in the classroom in order to be able to gain practice with the standard English skills being taught. It is only through this means that standard English will be internalized within the bilingual child. The teacher should find numerous occasions in the course of a school day to provide the child with such oral language situations as conversation; discussion; storytelling; telephoning; dramatization; reporting; giving announcements, directions, and explanations; and choral speaking.

1. *Conversation.* When conversations are first carried on in the classroom under the guidance of the teacher, the main purpose should be to help children feel comfortable and create within them the desire and the willingness to engage in the conversations. The hesitancy, the fear of expressing themselves orally, must disappear and be replaced with feelings of confidence and enjoyment in participation. This can be accomplished by permitting the children to use whichever language they are most comfortable with when conversing with their peers. The conversation groups should be kept small (two to four pupils per group) so as many pupils as possible will be able to participate in the conversations. In or out of school experiences may be selected as topics of conversation. Suggestions for the children to talk about might include favorite television programs, sports activities, games they enjoy playing, family or peer activities at home, foods they like or dislike, things they enjoy doing most, pets, recent books read, and motion picture films seen. The teacher should move inconspicuously about the room as the pupils converse with one another and observe the language or dialect being used and note specific linguistic needs.

When the children have reached the point where they are able to converse naturally and spontaneously about matters of common interest, the teacher might gradually guide the children in improving their quality of expression, help them recognize the areas in which they need improvement, provide separate language lessons to meet those needs, and encourage them to follow through in using the skills taught during conversation periods. In addition to specific linguistic needs, certain skills which need to be developed for effective conversation include adhering to the subject, using a variety of sentence constructions, using pleasing and descriptive vocabulary, enunciating clearly, knowing when it is and is not appropriate to talk, being sensitive to the feelings of others by speaking in a pleasant and interesting tone of voice, and being able to tactfully change the topic of conversation.

2. *Discussion.* Discussion is the form of oral expression used most frequently in the classroom for carrying on learning. It is a means for children to gain information, deal with facts and solve problems, express ideas and opinions, and share knowledge. Discussion also provides opportunities for children to interact with the adult language model, the teacher.

There are many occasions in the classroom when problems arise which need to be solved. The teacher should guide the pupils in seeing a problem clearly so they can work toward its solution. As the pupils progress through the grades, they should assume greater responsibility for defining and setting up the problem to be solved. In order to gain as much pupil participation in discussions as possible, the topic being discussed should be one that is real and meaningful and has a purpose which is clear to each pupil. The topic should be of interest to the children and be within the range of their experiences; they should be made aware of the importance of the problem. Early in the school year, it would be helpful to discuss problems which would be followed by action so that bilingual pupils could see their ideas and suggestions applied in solving problems. Such activities as planning a program for parents, planning a classroom party, or publishing a classroom or school newspaper would necessitate many discussions for achieving the children's goals.

In guiding discussions, the teacher should avoid critical comments about the children's speech. If the children should make nonstandard statements and the opportunity arises, the teacher might repeat the statements in standard English in a casual manner as part of the discussion. If necessary, separate language lessons should be given to help the children in their areas of linguistic needs. Other skills to be developed in relation to discussions include staying on the topic being discussed, expressing disagreement in a tactful manner, forming independent judgments on the information available, making worthwhile contributions which are supported by facts, raising questions that are pertinent and asking for explanations freely, avoiding repetition of what has been said through careful listening, taking turns in speaking, and listening courteously while others speak.

3. *Storytelling.* Storytelling is a means for children to share personal experiences and stories they have read or heard.

Before children are able to effectively tell stories in standard English so that others may enjoy them, they must have many experiences in listening to stories, reading a variety of books, and doing things and going to places of interest. Bilingual children may be lacking in experiences in these areas, so it is especially important that the teacher of such children provide them with suitable activities to fill the void.

With bilingual children, it probably would be best to have them begin by telling stories of their personal experiences at school or at home. For example, following a field trip by the class, each pupil might tell about what he considered to be the most interesting part of the trip. Each pupil's contribution could be taped and later typewritten and put together in booklet form. Later, when the children are confident and find enjoyment in sharing their experiences, they may be encouraged to share stories they've enjoyed reading, hearing, or cre-

ating. To stimulate interest in storytelling, children may be encouraged to pantomime or act out portions of a story to be told. Hand or stick puppets, flannelboard figures, or a motion picture "film" made by the pupils may be used in the storytelling presentation. Children who have read or heard the same story may get together to plan and carry out a storytelling presentation.

To provide practice in meeting linguistic needs in standard English, children may be encouraged to use some of the structural patterns taught. However, this should not be done at the expense of making the children feel stilted and uncomfortable in their expression. Other storytelling skills and abilities that may be developed include enunciating clearly; expressing ideas in sequence and using voice to convey mood and meaning; speaking in a poised, natural, and animated manner; enriching vocabulary by using new words and meanings; and learning to appreciate and enjoy the experiences and original thoughts of others.

4. *Telephoning.* Learning to use a telephone properly is a skill which should be developed because of the importance of the telephone as a medium of communication in everyday life. Children may use the telephone to converse with friends and relatives; to call the police, fire department, or doctor in emergencies; or to receive messages for other members of the family.

The use of a toy or model telephone to carry on typical imaginary conversations is an excellent means to stimulate bilingual children to forget their shyness and self-conciousness and express themselves spontaneously and freely. After the children have gained confidence in expressing themselves, the class may evaluate the good and poor points of the calls made, suggest how they could be improved, and then apply suggestions made in further dramatizations of telephone calls. The children may follow up on what they learn in school by making calls at home and reporting their experiences to the class.

Skills and attitudes to be developed in teaching the use of the telephone include speaking clearly and distinctly in a pleasant tone of voice; formulating concisely the message, inquiry, or order before making the call; identifying oneself clearly and courteously when making or answering a call; stating clearly and courteously the purpose of the call; and allowing the caller to close the conversation. Additional telephoning techniques that should be learned are how to make long distance and emergency calls, how to get the operator, and how to use different sections of the directory to quickly find numbers.

5. *Dramatization.* Children seem to have an innate tendency to dramatize. In early childhood they love to imitate older people and their activities. Through such activities, children identify with other people and interpret their actions. In so doing, they further their learning of language by experimenting with new words, new ideas, and new ways of doing and saying things. They gain richer and deeper understandings of the world about them; experiences in using their imaginations and creative abilities; and greater facilities in expressing feelings, in phrasing and ordering sentences, and in using more vivid and expressive speaking vocabularies. By observing the spontaneous dramatic activities of preschool or elementary age children, the teacher is able to gain a better knowledge of past experiences of the children and of their understandings, skills, and attitudes.

Because bilingual children may be less verbal in dramatic situations, the teacher may need to participate actively by playing various roles and making comments which will stimulate more oral expression by the children. For example, in a particular situation, the children may be preparing a meal with no one doing any speaking. The teacher might then knock on the door and be an unexpected guest at the home. As a guest at the meal, he might comment on the delicious food and ask questions about who prepared the meal and about some of the current activities of the members of the family in the play situation. As the children begin to express themselves more freely, the teacher should participate less and less in the dramatic activities. Stick puppets, hand puppets, and flannelboard figures may also be used in the dramatizations to help bilingual children become less self-conscious and freer to express themselves.

As the children grow older and gain more interests and experiences, the dramatization they engage in is likely to become more complex. There is a steady progression from individual, spontaneous play to planned and more organized group play. They will seek new facts, information, and materials to enrich their dramatizations and gain new relationships and new understandings.

Skills to be developed in dramatic activities include speaking clearly and expressively, speaking with sufficient volume to be easily heard by the audience, working cooperatively with others in achieving a common goal, showing consideration and appreciation for the ideas and needs of others, using words effectively and correctly in various structural patterns, and feeling the part of the portrayed character and employing his tone and mood.

6. *Reporting.* Reporting on various topics of personal interest and concern is an excellent means for bilingual children to practice standard English skills learned. In the primary grades, oral reports are given informally and spontaneously by the children as they share information or knowledge gained through personal or vicarious experiences. As the children progress through the middle and upper elementary grades, they should learn how to give planned reports. Such reports may be about books or stories they've enjoyed reading, individual or group science experiments, committee work, social studies or science topics of interest, or trips taken with the family. For these reports, the children should select and organize information according to the purpose of the report and include some of their own interpretations of the ideas gained. To help children adhere to the topics of their reports, be sure they have specific questions in mind which the reports are to answer. A child who is to give an oral report in class should be led to feel that he is making an important contribution to the group. The tape recorder may be used for practice and self-evaluation under the guidance of the teacher before actual presentation of the report to the class.

If a child seems to be generally disinterested in school activities but seems to have a strong interest in a particular topic, the teacher may encourage him to gather information on the topic and share it with his classmates with an oral report accompanied by appropriate visual aids done by the child. A project of this kind can give the child the recognition he needs, help him feel an important part of the group, and stimulate his interest in other school activities.

Skills that children should develop through planning and giving an oral report include selecting a specific topic, problem, or question they want to know more about; presenting the report in an interesting way by using charts, pictures, books, diagrams, and other visual materials; keeping the topic in mind as they gather information; telling the facts in good order so that the report is meaningful and can be fully comprehended by classmates; speaking distinctly and expressively in good sentence form; and evaluating the report in terms of its interest, organization, choice of words and sentence structures, and usefulness to the group.

7. *Giving announcements, directions, and explanations.* Children frequently find the need to make announcements and give directions and explanations in their school and life situations throughout the day. Announcements are made by children about school or class programs, lost and found items, meetings, games, or exhibits. Children find the need to give directions or explanations for playing games, constructing various projects, putting on a play, or telling how a particular event occurred. Bilingual child-

ren will profit from practice in giving announcements, directions, and explanations as they will learn the importance of selecting appropriate words and sentence patterns to convey exactly what they want to communicate.

The skills which the children need to develop for making announcements and giving directions and explanations effectively include organizing ideas clearly and concisely; providing all essential information as to who, what, when, where, and how; using appropriate vocabulary and sentence structure; speaking distinctly so that everyone can hear easily; and repeating for emphasis important information regarding what, where, and when.

8. *Choral speaking.* In working with bilingual children, the teacher may find a number who are generally hesitant in expressing themselves orally. The use of choral speaking is an excellent way to help children gradually become relaxed and comfortable in speaking before others. It will also help such children develop their knowledge and skills concerning the phonological and grammatical aspects of standard English. Specific speaking skills that the teacher should help the children develop are clear enunciation and correct pronunciation, rich and full tonal quality, and flexibility. Choral speaking also helps children enjoy the rhythm, mood, and meaning of poetry and prose; teaches children to listen and think creatively as they interpret words and word patterns; and encourages the understanding, memorization, and appreciation of children's literature.

Children who have had rich and varied experiences in listening to literature read by the teacher will readily and enthusiastically participate in choral speaking. In the preschool and primary grade years, children enjoy joining the teacher in saying rhyming and repetitive phrases or sentences of stories, poems, and nursery rhymes. From this background, the children can be led easily into actual choral speaking.

Techniques that will help to make the choral speaking experiences enjoyable and worthwhile include the following:

a) Choose material carefully, considering such factors as the interests and intellectual and emotional levels of the children and selecting only those poems which have rhythm, a universal theme or group sentiment, and literary value.

b) Interpret the poem fully so children grasp its mood and meaning and discuss such questions as: What is the poem about? Does it make you feel happy, sad, excited? What pictures do you see in your mind? What sounds or descriptive words are used to make pictures? What part is the most exciting or interesting? Which of your five senses are appealed to and how? Why do you think the poem was written?

c) Discuss various ways in which the poem may be said. Which lines should be said quickly or slowly? Softly or loudly? Which parts should be said by all voices? By a few voices? By light voices? By heavy voices? By medium voices? Arrangements using different voice qualities would probably not be possible until the upper elementary grades. After discussing and trying various arrangements, both teacher and children may evaluate their efforts and make suggestions for varying or improving the arrangements until they are satisfied with the outcome. Then the children may repeat the selection for pleasure (*2*).

The following types of arrangement may be used in the choral speaking of a selection (*1*):

a) Refrain. A child reads the narrative, with the whole class joining in on the refrain.

b) Antiphonal or two part. Two balanced groups are used, one against the other – boys versus girls, light voices versus heavy voices.

c) Sequential or line-a-child. A few individuals interpret a line or two at a time, leading up to a climax with the whole class joining in.

d) Part arrangement. Voices of various types of quality are grouped as in a singing choir.

e) Unison. All voices are used to speak all lines at the same time.

If bilingual children are to communicate their ideas and feelings to others in their everyday life and if they are to succeed in learning to read standard English, they must learn to speak effectively in standard English. Therefore, the teacher of such children must be aware of the oral language skills he must help the children develop, and he must provide frequent and continuous opportunities for oral expression.

Doris Ching, presently on the faculty of the school of Education at California State University, Los Angeles, has published a number of scholarly papers in such journals as *Elementary English, Journal of Experimental Education, Childhood Education,* and *California Journal of Educational Research.* A graduate of the University of Hawaii (Ed.B.) and Harvard University (Ed.M. and Ed.D.), Dr. Ching has been a teacher for the Hawaii Department of Education, and an Assistant Professor of Education at Western Washington State College.

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MEASUREMENT AND EVALUATION NOTES

THE MISINTERPRETATION OF GRADE EQUIVALENTS

For most of the century, standardized tests written in English have been used to estimate students' abilities. The number of standardized tests available in languages other than English has been increasing in recent years, apparently as a result of the increased emphasis on bilingual education. For example, a local education agency in Southern California is currently "translating" the *Comprehensive Tests of Basic Skills* (with permission of the publisher) into Spanish so that a fairer evaluation of their pupils' abilities may be achieved.

Grade equivalents have been the most popular type of scores for summarizing a pupil's performance on standarized tests. They indicate how a pupil performed in comparison with the average performance of grade-level norm groups. A grade equivalent of 4.5, for example, indicates that the pupil's number-right score approximates the average score of those pupils in the norm group who were in the fifth month of the fourth grade. For most standardized tests, the norm groups are designed to be representative samples of the nation's pupils at successive grade levels. For the *Stanford Achievement Test,* for example, the norm group was selected ". . . with respect to such characteristics as geographic distribution, types of school systems to be included, numbers of pupils desired per grade, and the extent of participation within cooperating system." (*Stanford Achievement Test, Norms Booklet,* 1973, p. 9.)

At first glance, grade equivalents appear useful for describing pupil achievement. For many years, however, measurement specialists have recognized serious problems in the derivation and interpretation of grade equivalents, problems that render them of questionable value. In fact, in the 1974 edition of the *Standards for Educational and Psychological Tests* (published by the American Psychological Association and endorsed by the American Educational Research Association and the National Council on Measurement in Education), the authors state that "Interpretive scores that lend themselves to gross misinterpretations, such as . . . grade-equivalent scores, should be abandoned or their use discouraged." The authors do not describe in detail the "gross misinterpretations" that are likely to occur. Here, we will (1) examine what seems to be the most serious type of misinterpretation of grade equivalents, and (2) illustrate this type using scores from a standardized test of arithmetic achievement.

Although grade equivalents appear to indicate the grade level at which a pupil is functioning, they are not designed to perform this function. Consider a hypothetical fifth-grade pupil, John, who took the *Mathematics Computation Test (Stanford Achievement Test,* Intermediate Level I, Battery), designed for use at the fifth-grade level. John marked 37 of the 40 items correctly; his raw score corresponds to a grade equivalent of 8.3. Does this grade equivalent indicate that John is functioning at the eighth-grade level in mathematics? To answer this question, we need first to consider the content of the test. According to the authors, "The test begins with a comparison of the values of two addition facts, such as 6 + 4 and 8 + 3. The complexity progresses steadily to the addition of 3-digit addends, difficult subtraction, and simple multiplication and division." Since the test does not include content typically taught at the eighth-grade level, it provides no information about the pupil's ability to handle eighth-grade computational problems.

If a grade equivalent does not indicate optimal grade placement, what does John's grade equivalent of 8.3 tell us? It tells us two things:

(1) He can perform the skills covered in this test about as well as the average pupil in the third month of the eighth grade; and

(2) His performance is better than that of the average pupil in the fifth grade.

The first statement has no practical implications for arithmetic instruction. The second piece of information can be much more precisely conveyed by a percentile rank, which would indicate where John stands relative to pupils at his own grade level. For example, if John took the test near the end of grade five, his percentile rank would be 86 (which indicates that his raw score was higher than that of 86 percent of the pupils in the norm group who were tested near the end of grade 5).

The continued popularity of grade-equivalents, despite the warnings of the three major professional organizations concerned with testing, is probably due to a number of factors, not the least of which is the comfort of "doing what has always been done." Since bilingual educators are in the initial stages of building suitable tests in languages other than English, they have the opportunity to consider and follow, if they choose, the recommendation of the American Psychological Association.

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SELECTED PRINCIPLES ON CULTURE FAIRNESS IN TESTING

SELECTED PRINCIPLES ON CULTURE-FAIRNESS IN TESTING*

B1.3. The manual should call attention to marked influences on test scores known to be associated with region, socioeconomic status, race, creed, color, national origin, or sex.

Social or cultural factors known to affect performance on the test differentially, administrator errors that are frequently repeated, examiner-examinee differences, and other factors that may result in spurious or unfair test scores should, for example, be clearly and prominently identified in the manual. (p. 14)

D2.2 The description of the norms group in the test manual should be complete enough so that the user can judge its appropriateness for his use. The description should include number of cases, classified by one or more of such relevant variables as ethnic mix, socioeconomic level, age, sex, locale, and educational status. (p. 21)

E9. A test user should investigate the possibility of bias in tests or in test items. Wherever possible, there should be an investigation of possible differences in criterion-related validity for ethnic, sex, or other subsamples that can be identified when the test is given. The manual or research report should give the results for each subsample separately or report that no differences were found.

For many uses, regulations published pursuant to civil rights legislation require that validity studies be performed separately on samples differing in national origin, race, sex, or religious affiliation, when technically feasible. . .

However, caution must be exercised in evaluating the possibility of bias. A simple difference in group means does not by iteself identify an unfair test, although it should stimulate research to explore the question of fairness. Evidence of differential validity is developed by camparing, for example, correlation coefficients, regression equations, and means and variances for each variable . . . (p. 43)

E12.1.2. Test content should be examined for possible bias.

Bias may exist where items do not represent comparable tasks and therefore do not sample a common performance domain for the various subgroups. One may investigate such bias in terms of carefully developed expert judgments; studies of the attitudes or interpretations of items in different subgroups might also present useful information (although care must be taken to assure that the investigation is clearly directed to an analysis of content in relation to an adequately defined performance domain). The judgment of bias may itself be biased; the principle here is that, when it is possible, such judgments should be supported by data. (p. 45-46)

G2. A test user should know and understand the literature relevant to the tests he uses and the testing problems with which he deals.

Unfortunately, it seems that ignorance of the literature requires that old information be rediscovered. For over 40 years, for example, it has been known that children with limited or restricted cultural exposure, such as children on canal boats or in isolated mountain communities, make low scores on intelligence tests standardized on more advantaged populations. The point has been made repeatedly in research reports and textbooks. Nevertheless, many black and Spanish-speaking children with limited cultural exposure who receive low scores on intelligence tests standardized on more advantaged groups are improperly classified as mentally retarded. (p. 58-59)**

G4. Test users should seek to avoid bias in test selection, administration, and interpretation; they should try to avoid even the appearance of discriminatory practice.

This is a difficult standard to apply. Sources of item or test bias are neither well understood nor easily avoided. The very definition of bias is open to question. The competent test user will accept the obligation to keep abreast of developments in the literature and, at the very least, to demonstrate a sensitivity to the problem and to the feelings of examinees. (p. 60)

*Excerpts from *Standards for Educational and Psychological Tests*, Washington, D.C.: American Psychological Association, 1974. Copyright 1974 by the American Psychological Association. Reprinted by permission. Additional references to culture-fairness may be found on pages 2, 20, 36, 48, 51, 61, 65, 67, 68, 69, 70 and 71.

**The staff of the NDAC believes that it would be more appropriate to refer to "cultural differences" rather than "limited cultural exposure" in this example.

TEST REVIEW

SWRL PROFICIENCY VERIFICATION SYSTEMS IN MATHEMATICS

TEST REVIEW

***SWRL PROFICIENCY VERIFICATION SYSTEMS IN MATHEMATICS.* SWRL Educational Research and Development, 4665 Lampson Avenue, Los Alamitos, California 90720. 1976 (Operations Manual). Approximately $1.50 per pupil, depending upon options selected. Spanish and English: Grade 1-6.**

If you need mathematics tests tailored to your own instructional program, the *SWRL Proficiency Verification Systems (PVS) in Mathematics* should be high on your list for consideration. *PVS* is a highly flexible set of components based upon analyses of programs, textbooks, and curriculum guides widely used in elementary schools.

A major component is the *Proficiency Skills Inventory (PSI).* Four forms are available for each grade level. The grade level of the test for a student should be determined by the grade level of the instructional materials used, not by the student's grade level placement.

The 70-80 multiple-choice items per form of the *PSI* are organized into two parts. The first covers skills that are most important at the designated grade level (i.e., mainly number recognition, computation facts, computation algorithms, and verbal problems); the second part covers skills of less importance.

In addition to providing total scores for the *PSI*, SWRL's scoring service reports results on specific skill areas and individual items. Perhaps of greatest interest is the reporting of scores based on only those items included in any one of several mathematics programs widely used in elementary schools. For example, a school that uses Scott Foresman's *Mathematics Around Us* can order a separate report based on only those test items covered in the series. Reports on only those items corresponding to local district objectives or on only those items corresponding to objectives covered in specific standardized tests are also available.

Other components of the *PVS* include: the *Initial Skills Inventory,* designed to be administered at the beginning of the school year; the *Mid-Year Inventory,* designed for administration in January; and the *Extended Survey of Mathematical Skills,* designed to provide an in-depth view of mathematics skills that cannot be achieved with the multiple-choice, paper-and-pencil format characterizing the other tests.

Individualized instruction is facilitated by the *Learning Mastery System,* which specifies exercise items in various mathematics programs that may be profiled by the teacher to monitor student progress on a weekly basis.

Technical reports are available on the correspondence of skills covered by major instructional programs with skills covered in the *PVS.*

The *PVS* is marred by a few relatively minor grammatical and spelling errors in the Spanish editions. For example, the phrase "la maxima temperatura" is used instead of "la temperatura maxima," and "dieces" is incorrectly spelled "dizes."*

For additional information on the *PVS,* contact the Southwest Regional Laboratory at 4665 Lampson Avenue, Los Alamitos, California 90720.

*The NDAC-LA has been informed by the publisher that errors of this type will be corrected before the next reproduction of the test.

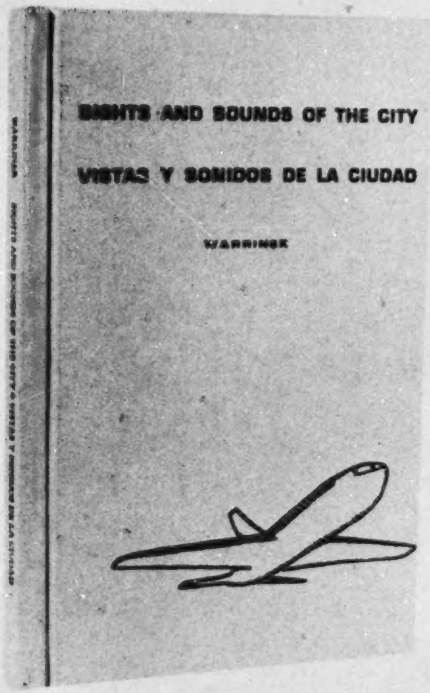
Raza de Tesoros (Con Cuaderno de Trabajo)

By Richard G. Santos and Hector Valencia. Published by Dissemination and Assessment Center for Bilingual Education, 7703 North Lamar Boulevard, Austin, Texas 78752. 1976. Language (s): Spanish. Type of book and length: Hardbound - 83 pages; workbook - 72 pages. Intended level: Grades 4-8.

Current cost: $2.65: $1.35 (Workbook).

Looking for materials that cover Mexican cultural themes and provide language maintenance activities? This book presents eleven illustrated stories that might fill the bill. Their historical range is from the Aztec civilization at Anahuac (two stories about the super-highways of Mexico and Central America and the messengers of Moctezuma), to a fantasy story about two children meeting a being from another planet after discovering a space ship. The longest story in the book, "Mano" (pp. 29-39), describes a fable within the Battle of Puebla in 1862, and indirectly raises the significance of Cinco de Mayo in Mexico history.

The workbook offers supplementary exercises to these stories. The exercises test reading comprehension; spelling; matching synonyms and antonyms; plural forms; syllabic divisions of words for pronunciation; and the use of prefixes, adverbs, suffixes, the preterite tense, personal and demonstrative pronouns, and accents.



Sights and Sounds of the City/Vistas y Sonidos de la Ciudad

By Hope Warriner; illustrated by Jill Jordan

Published by Prism Press, Blain Ethridge-Books, 13977 Penrod, Detroit, Michigan 48223. ©1976. Language(s): English/Spanish. Type of book and length: Hardbound - 39 pages. Intended level: Grades K-3.

Current cost: $4.95.

This storybook familiarizes children with the many activities going on in city life. Pleasantly illustrated, the text describes leaving for school on a bus, visiting the school clinic and the public library, going to the park and the zoo, making a trip to the airplane assembly plant where a parent works, and buying stamps at the Post Office.

The vocabulary and language are appropriate for the intended grade levels. The Spanish and English texts appear on facing pages, and each is most adequate in clarity and expression.

Sistema Palau, Metodo Alpha and Mundo Nuevo

By Juan Casulleras Regás and Laura Masip Bracons

Published by Ediciones Anaya, S.A. Distributed by Las Américas, L.A. Publishing Company, Inc., 37 Union Square West, New York, New York 10003, Tel. (212) 255-8700. ©1973. Language(s): Spanish. Type of books: Paperback. Intended level: Grade K, First Grade, Grades 2-6.

Current cost: Prices vary widely. For complete information, contact distributor.

The following are descriptions of the various reading materials from Anaya Publications.

Sistema Palau – Kindergarten level.

Does progress in reading always depend on the soundness of the experiences children have in a language program? Who can say for sure? Some teachers, however, design and implement their own reading program and therefore need a flexible and effective support system. The kindergarten *Palau System* for reading and writing readiness offers manipulatives that are included with the basal readers.

The manipulatives consist of domino-picture words, matching games for picture and syllables, image-directed syllabication games, matching games, and student's and teacher's flash cards.

There are two basal readers: A preprimer *Balbuceos* and a primer *Cartilla.*

Método Alpha – First Grade.

The *Alpha* series was especially designed for use in Spanish bilingual programs in the United States. It is a well-developed presentation of a phonic program to help children grasp the principles of reading and the relationships of sound to written symbols.

A series of illustrations, which were drawn by kindergarten children in bilingual schools, is an interesting aspect of this material.

Included is a Teacher's Guide with detailed lesson plans as well as a wide range of supplementary activities designed for flexible use by experienced teachers who wish to individualize their reading programs with appropriate tasks.

This program also includes several diagnostic evaluation instruments such as: A picture-vocabulary test, independent visual-auditory discrimination tests, diagnostic evaluation, and summary forms for the teacher.

Mundo Nuevo – Grades 2-6.

When students have completed the *Alpha* program, they can continue their reading experience with *Mundo Nuevo*. Most of the lessons deal with popular children's activities. Students can work at their own pace. Although a grade level is indicated, there is no need to follow the sequence.

The characteristics of the series vary in each grade level but all contain a portion of the following materials:

– *Libro de Lectura*	Reader
– *Libro de Trabajo*	Workbook
– *Libro de Lectura y Trabajo*	Reading and Writing Worktext

Spanish, Mexican Style

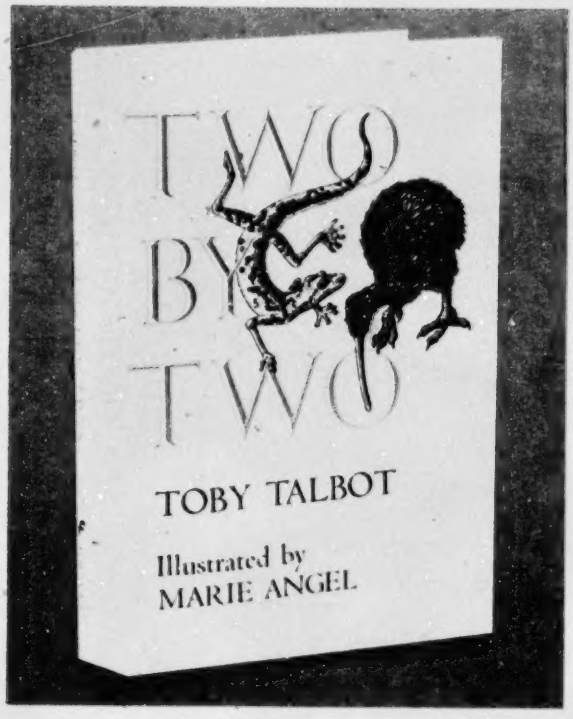
By Vern Jones

Published by Airguide Publication, 1207 Pine Avenue, P.O. Box 1288, Long Beach, California 90801. ©1975. Language(s): English/Spanish. Type of book and length: Paperback - 258 pages. Intended level: Grade 7-University.

Current cost: Book – $2.50; Cassette – $5.50.

This is an illustrated annotated guide to simple conversational Spanish. The annotations help the beginner feel comfortable in trying out common phrases and questions in Spanish by placing them in context. It was written expressly for tourists but need not be limited to this audience.

The book is divided into sections such as greetings, groceries, recipes, clothing, transportation, and parts of the body. Its anecdotal and casual format makes it a stimulating supplement to traditional materials.



Two By Two

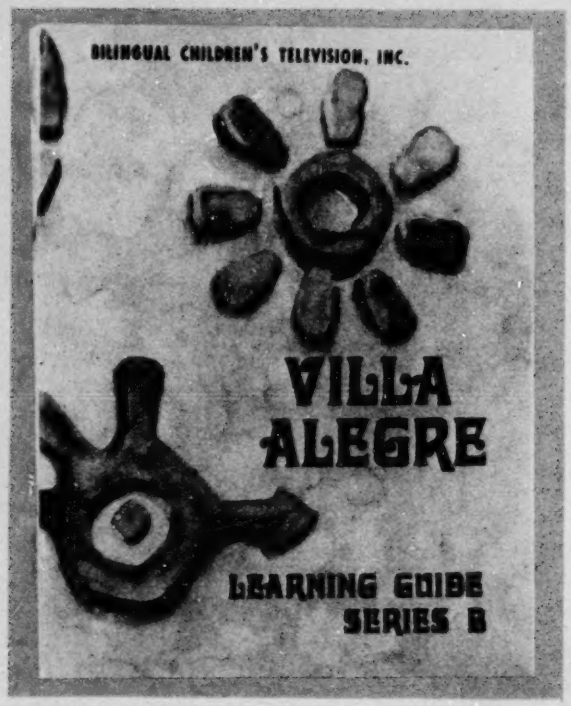
By Toby Talbot

Published by Follett Publishing Company, 1010 West Washington Boulevard, Chicago, Illinois 60607. Tel. (312) 666-5855. ©1974. Language(s): English/Spanish. Type of book and length: Hardbound - 32 pages. Intended level: Primary grades.

Current cost: $4.98.

The alphabet is illustrated with fine line drawings of various animals ("o" for oyster, "t" for turtle) each accompanied by several sentences of informative and cheerful text. The texts are poetically written in order to stimulate the imagination. The Spanish translations are, unfortunately, attempts at exact transliterations and, as such, are sometimes awkward and difficult. The Spanish grammar is deficient in several instances as well.

The book is attractive and may be used for increasing vocabulary.



Villa Alegre — Learning Guide Series B

Distributed by Bilingual Children's Television, Inc., Suite 1550, Ordway Building, 2150 Valdez Street, Oakland, California 94612. © 1976. Language(s): English/Spanish. Type of book and length: Paperback - 320 pages. Intended level: Grades K-6.

Current cost: $3.00.

"Villa Alegre" is a popular bilingual children's television program appearing daily on the Public Broadcasting System (PBS) and on commercial channels. The purpose of "Villa Alegre" is to promote cultural pluralism, mutual respect among different ethnic groups, and language development for the bilingual and monolingual child.

The program is accompanied by a learning guide, which is divided into five strands, or learning areas: Communication, Natural Environment, Human-Made Objects, Human Relations, and Energy.

The guide spells out exactly how a given lesson/program (the actual 30 minutes of a typical program on "Villa Alegre") will proceed. The 'General Message' section states the particular theme of the show. 'What You'll Be Seeing' lists the sequence of skits, the characters who appear, and the content of each skit. For example, under the stand of Communication, Lesson/Program C-11 has the theme "Signs, signals, and codes . . ." The 'General Message' explains their uses. Under 'What You'll be Seeing,' the skit 'Sin Hablar (Without Speaking)' explains the purposes of musical notation.

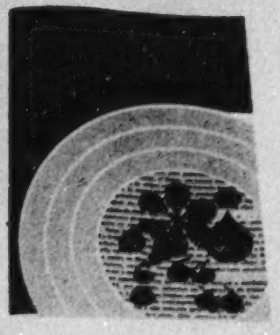
Stories, projects, and activities *apart* from the show are then given. In the example at hand, the story of Indian Sign Language is described in detail, how different tribes spoke in signs. Among the Plains Indians the question sign was given by holding one hand up, with fingers apart and extended, and rotating the raised hand with the wrist.

Games and activities for this lesson include making the Morse Code with a flashlight, and creating invisible ink with vinegar and lemon juice.

Each lesson concludes with practice sentences and vocabulary used in the television episode, the story, and the activities and games. These are basic Spanish terms and vocabulary for non- or limited-Spanish speakers. For Spanish-speaking children, this section reinforces the first language and helps build English vocabulary and speaking skills.

The program, and this guide, present a variety of multicultural experiences in a serious yet pleasant way. Bibliographies which support each lesson/program are offered following the vocabulary.

PACKETS/PAMPHLETS



Ensenanza Bilingue

By Ricardo Garcia

Published by Phi Delta Kappa Educational Foundation, Eighth and Union, Box 789, Bloomington, Indiana 47401. ©1976. Language(s): Spanish. Type of book and length. Paperback - 56 pages. Intended level: Advanced Spanish reading, University graduate students.

Current cost: 50c (non- members); 35c (members).

Despite its small size, this pamphlet provides an in-depth discussion of bilingual/bicultural learning. Its author, Dr. Ricardo Garcia, Coordinator of Teacher Training in Bilingual Education at the University of Oklahoma, gives his views on the following topics: the history of bilingual education in the United States, its social implications, the methods and objectives of bicultural programs and the future of bilingual learning.

The central points are: the minority students has the right to a positive self-concept, to knowledge of his/her heritage, and to that of other ethnic groups. The school has the responsibility to teach that concept and those heritages.

Dr. Garcia does not offer a "best" way to design or implement these ideas. He does, however, state that teacher attitude is crucial: it must be considered the most important factor in teaching children of a minority language. He points out that the reality of socio-economic "disadvantage" should not be confused with the bias many people in the mainstream have against non- or limited-English speakers, *prima facie*.

The bibliography on bilingualism and language acquisition is ample and reflects the breadth of Dr. Garcia's essay.

Formación Pretecnológica

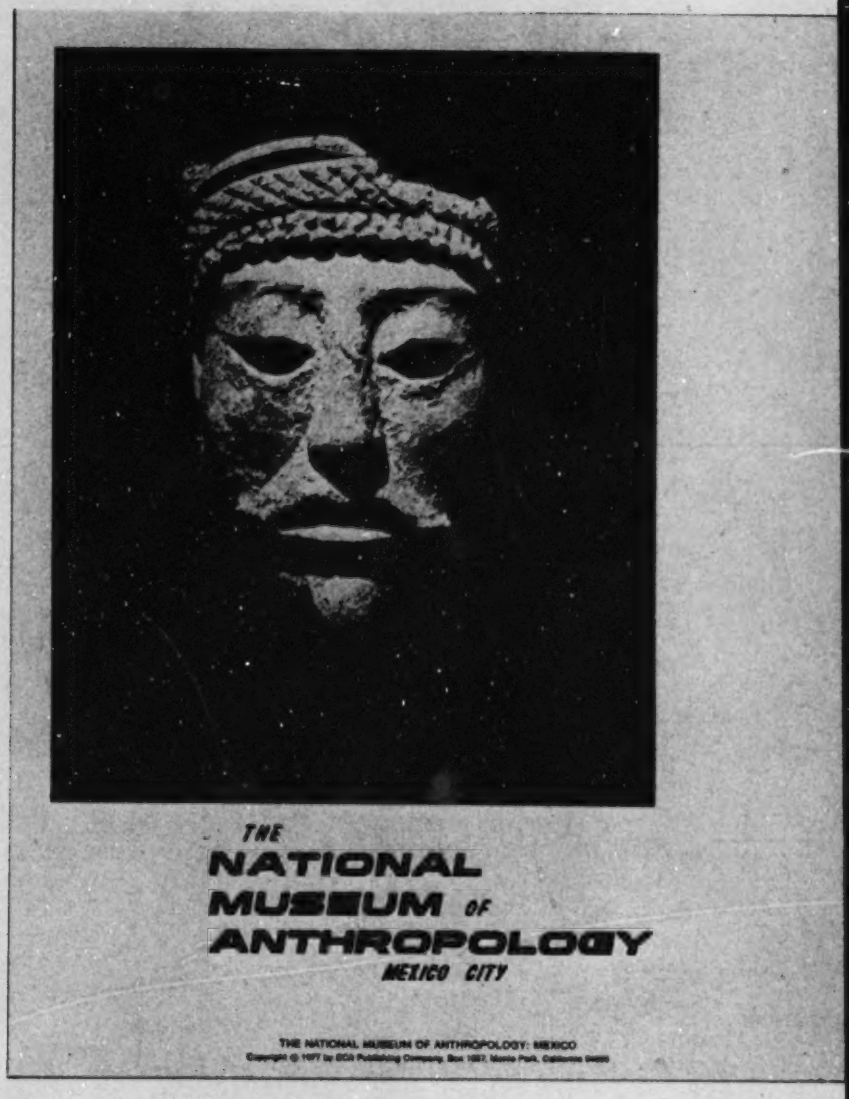
By Luis G. Sierra, Lorenzo Cortés and Manuel F. Tapia. Published by Ediciones Anaya, S.A. Distributed by Las Américas, L.A. Publishing Company, Inc., 37 Union Square West, New York, New York 10003, Tel. (212) 255-8700. ©1973. Language(s): Spanish. Type of book: Paperback. Intended level: Grades 8-11.

Current cost: $5.15 per set.

If you have been looking for ways to teach crafts and need ideas on what projects to initiate, these packets containing 15 sets of exercises or projects each, may be just what you need. The projects are easy to handle and understand, and may be produced in any classroom. They vary from works with felt, cork, wood and wire to creations in ceramic, electrical circuits, textile or plastics. Students are encouraged to prepare reports at the end of each project, including a short analysis of each operation.

These sets stimulate creativity and at the same time teach principles of budget-keeping practices, cost analysis and team work.

PRINTS



The National Museum of Anthropology: Mexico

(Prints)
By Karl M. Rehm

Published by ECA Publishing Company, Box 1057, Menlo Park, California 94025, Telephone (415) 325-7569. ©1977. Language (s): English/Spanish. Length: A series of 19 black and white prints, 11" x 14". Intended level: Grades 8-12.

Current cost: $15.00 per set.

This visually excellent and authoritatively annotated set of prints portrays vital elements of the Aztec, Mayan, and Zapotec Cultures. Artifacts and life-size clay models and exhibits, within and on the Museum's grounds, give a sense of both the daily life of these cultures in Pre-Hispanic Mexico, and of their historical contributions to the enduring culture of Central America.

One print illustrates and explains daily Aztec existence. The market place is shown. Foodstuffs are the most prominent articles being bartered. The Aztec diet of corn, beans, squash, chili, venison, wild turkey, duck, and fish is amply demonstrated.

Artifacts from Teotihuacán, one of the first cities in the Western Hemisphere are shown, as are religious artifacts and exhibits from several cultures.

These attractive prints should serve as an ample supplement to history and Mexican-American studies classes and could also be used by teachers of lower grades as informational background.

Teotihuacán, situada a pocos millas de la Ciudad de México, es uno de los lugares arqueológicos más famosos del mundo. Desde la época de Cristo hasta mediados del siglo VIII la zona floreció, convirtiéndose en una de las primeras ciudades del hemisferio occidental. El por qué decayó sigue siendo un misterio. La sala del museo dedicada a Teotihuacán presenta una variedad de objetos que se encontraron junto a las pirámides de la ciudad. Teotihuacán estaba situada en una región relativamente árida de México, y por eso el agua tenía gran valor para la gente. La diosa del agua, Chalchiuhtlicue, representada en este monolito, refleja la importancia del agua para la sociedad de Teotihuacán.

Teotihuacán, a few miles outside Mexico City, is one of the world's most famous archeological sites. From about the time of Christ until the middle of the 8th century the area thrived as one of the first cities in the Western hemisphere. Why it declined is still a mystery. The museum's Teotihuacán Room has on display a variety of art found at the site of the city's famous pyramids. Teotihuacán was situated in a relatively arid region of Mexico, and thus water was very much prized by the people. Here, the goddess of water, Chalchiuhtlicue, depicted in this monolith, reflects the importance of water to Teotihuacán society.

THE NATIONAL MUSEUM OF ANTHROPOLOGY, MEXICO

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Valley of Mexico

El imperio azteca no original con sus más pequeños de indios que se establecieron en una isla del Lago Texcoco que se encuentra en el gran Valle de México. Tradicional, después antes del año 1000 d.c. los establecimientos el primer establecimiento, supuesto que Tenochtitlán no se fundó hasta 1325. Diez años más tarde, Cortés y sus amistades distinguieron lo que se había convertido en la magnífica ciudad de Tenochtitlán. El mercado azteca, como el de en este mediano, era una institución muy importante económica principalmente el intercambio de productos diferentes. La alimentación de los aztecas se componía de maíz, frijoles, calabazas, chile, tomate, pimientos, tomate y cacao.

The Aztec Empire began when a small band of Indians settled on an island in Lake Texcoco in the great Valley of Mexico. Tradition, accepted before 1300 A.D. was probably the first settlement, while Tenochtitlán was founded in 1325. Ten years later, Cortés and his armies discovered what had become the magnificent city of Tenochtitlán. The Aztec market, its main, was an important institution in which foodstuffs were the most prominent items bartered. The Aztec diet included corn, beans, squash, chili, tomato, wild turkey, duck and fish.

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QUARTERLY

Grito del Sol/A Chicano Quarterly

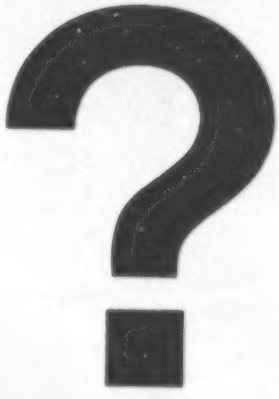
By Octavio I. Romano-V., Editor

Published by Tonatiuh International, Inc., 2150 Shattuck Ave., Berkeley, California 94704.©1977. Language(s): English/Spanish. Type of book and length: Paperback - 111 pages. Intended level: University.

Current cost: $7.00 (individual); $8.00 (institutional).

Students and creative or critical writers will find this quarterly of considerable interest. This issue contains stories, poems, and critical essays on esthetics and the TV industry. The contributions to this issue are a diverse lot: Ramona González, a retired "tiendita" owner from El Paso, Texas, has a short allegorical story in Spanish; Joe Olvera's story is a flash of barrio images and language; María Victoria Cárdenas, a high school student and house wife from Seguin, Texas, offers a mordant, biting tone in her poems, and Gustavo V. Segade, Chairman of the Spanish Department at San Diego State University, presents an essay entitled, "Issues in Contemporary Latin American Poetry," part of a series from his book of the same title.

Questions and Comments Invited



If you have questions or comments on **Bilingual Resources**, please submit them to the National Dissemination and Assessment Center. Representative ones will be published in future issues.

Address your questions and comments to:

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Assessment Center –ESEA, Title VII
California State University, Los Angeles
5151 State University Drive
Los Angeles, California 90032
Attention: **Bilingual Resources**

FEATURE REVIEW

CHINESE CULTURAL HERITAGE IN AMERICA: CHILDREN'S READERS OF FESTIVALS

Asian bilingual classes have, for a long time, been in need of more materials for developing an understanding of Chinese-American lifestyles. Gordon Lew's series on Chinese festivals helps fill this need.

Developed for children in the elementary grades, the series authentically presents Chinese culture and language. The English narrative makes them serviceable in multi-cultural classrooms.

The following are brief descriptions of the individual booklets in the series.

Preparing for Chinese New Year

Children living in a cosmopolitan, multi-racial city have unique educational opportunities to gain a thorough understanding and appreciation of the richness of life in America. Certainly, Chinese New Year plays an important part in our total American heritage. The story begins with the clean-up of the house for Chinese New Year. The child is helping his mother put the house in order: mopping the floor, vacuuming the carpet, and cleaning the windows and doors. Then the mother makes pastries and cakes, and the child washes dishes. Shopping for new shoes and clothes is an exciting event as everyone prepares to celebrate Chinese New Year. The abundance of food adds to the occasion. Pieces of red papers with words of luck are put on the wall representing peace, health, and wealth.

Red Eggs and Ginger

Chinese custom emphasizes the birthdates of elders and babies. This booklet describes the cultural significance of a baby's birthday. According to Chinese family customs, a baby is one year old on the day he is born. It is a folk belief that the extra year added to the baby's age will make the baby grow faster. A month after birth the family celebrates the baby's first birthday. This is called a "full-month birthday." It has very important cultural meanings for the family – the Chinese woman becomes a mother and therefore achieves a higher social standing. It also means that the family will have descendants.

The booklet shows the happiness of the whole family celebrating the baby's full-month birthday. During the birthday party, red eggs, ginger, vinegar and pig's feet are the special foods prepared for the baby's mother and other female relatives. Red eggs symbolize birth.

Dragon Boat Festival

The Dragon Boat Festival is one of the major festivals celebrated by the Chinese. Originally, the festival was to mark the coming of summer. Observance of the festival usually incorporates the following: 1) Thanksgiving rites for a good harvest; 2) Preparation for the hot and dry summer months by cleaning house, spreading insecticides, taking preventive medicine, killing certain insects or animals believed to be disease-carriers, gathering herbs, etc.; 3) Incense offering, a simple sun ritual performed at noon; 4) Competitive sports such as wrestling, boat racing, and demonstration of martial arts; 5) Burning of sulfur to ward off an evil atmosphere, and 6) Family gatherings and banquets with special food. The festival was later expanded to include the commemoration of a patriotic poet, Ch'u Yuan, who committed suicide by jumping into the Milo River after his banishment by the king in 403 B.C. Dragon boats were considered the means people used to keep sea demons away from the body of Ch'u Yuan. The special food "tsungtse" (Mandarin) or "joong" (Cantonese) is thrown into the river to feed the fish so that they will stay away from the body of Ch'u Yuan.

The Moon Festival Is Here

This booklet is about one of the more famous Chinese festivals, called the Moon Festival, which occurs on the fifteenth day of the eighth month of the Lunar Calendar. It is a traditional day of harvest in China. Moon cake is the most popular food at the Moon Festival. The roundness of moon cakes and of the moon represent the perfection of family reunions on that day.

The Moon Festival is also a time for thanksgiving. The story introduces the ingredients of moon cakes, such as sweet beans, melon seeds and egg yolk. There are many fancy paper lanterns that children like to make and play with. Some are rabbit lanterns; others are cats, dogs, and butterflies. All of these have a candle inside. The booklet offers a simple but beautiful description of the Moon Festival.

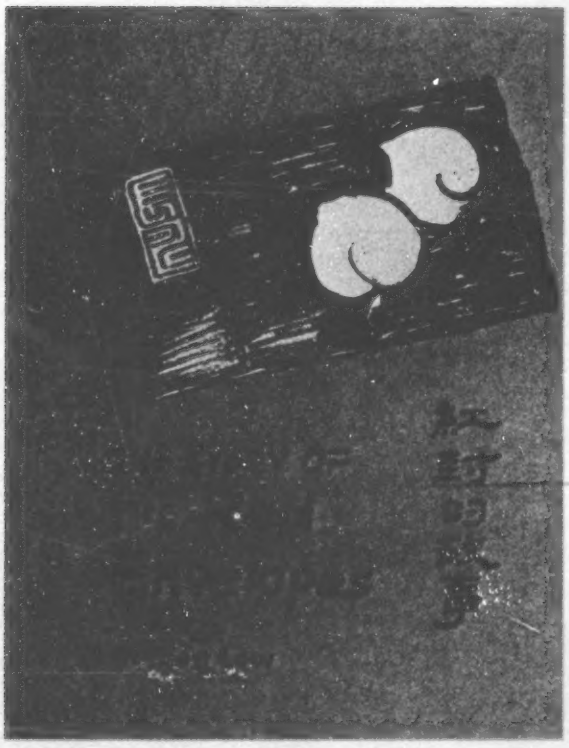
The Story of Ching Ming

The Story of Ching Ming tells about a family celebrating the ancestor-worship festival. The major character is a child called Little Ming, a common Chinese name for a child. The story starts on the morning of Ching Ming Day. Little Ming's family gets up early, and Little Ming is awakened by his sister. The whole family takes a special bus to go to the cemetery. Little Ming is not happy with the trip until they arrive at the cemetery, and he finds that everyone is busy. Little Ming imitates the others by working on his grandfather's grave with his father, mother, and sister.

The description of the clean-up work on the ancestor's grave is very significant in the customs of ancestor worship. It also introduces the cultural meanings of the objects used in ancestor worship. Firecrackers drive away the bad spirits. Incense brings in fragrance, and the candles give light and warmth. The gold and silver paper are symbols of wealth, and the flowers make the place more beautiful. The fruit symbolize the grandfather's many grandsons and great-grandsons carrying on the family name. The food and wine are shared with the spirit of the grandfather.

The story ends with the family paying their respects to the grandfather by bowing three times to the picture on the grave. Afterwards, the family enjoys a meal by the grave, and Little Ming listens to his father speak about his grandfather's past life. His mother also tells him about some folk stories of the Chinese village. It makes the Ching Ming Day very pleasant and enjoyable for Little Ming.

Children should easily identify with the major character in the story while they are reading the booklet.



The Story of the Red Envelopes

The major characters in the story are May and her brother, Ming. The story begins on a Chinese New Year's morning as May and Ming get up early and greet their grandparents. Their grandparents give them red envelopes in which there is lucky money. Ming wants to throw away the envelope, but May stops him. The story shows different pictures printed on the envelopes. May tells Ming that a bat on the envelope means "blessing" because the Chinese words "bat" and "blessing" both sound and look alike. A fish on the envelope represents hope for a year of plenty. The words "fish" and "plentiful" have the same sound "yue." The peaches on the envelope mean long life; the peach is used as a birthday fruit. Sometimes, old Chinese coins are depicted on the envelope to represent a wish for a prosperous year. Bamboo on the envelope represents a wish for peace. Finally, Ming is convinced it is best to keep the red envelope.

The booklet also has some notes on the back page such as the following:

1. Red envelopes are used at Chinese New Year and other

festivities. They express gratitude, good wishes, or are used as gifts.

2. Red envelopes with a printed design should be treated as greeting cards. It is considered bad manners for children to take out the money and throw away the envelope in front of the giver or out on the street.
3. The giver may put any amount of money into the envelope. Children should learn that it is the throught that counts.
4. Red and gold are the lucky colors in China. It is a tradition to use red envelopes on happy occasions and white envelopes at funerals.
5. Red envelopes with a good-wish design may be used during the Chinese New Year, with the possible exception of the "double-happiness" one, which is traditionally associated with weddings.
6. Married adults are the givers of the red envelopes. Children and single adults (who are considered children) should not give out red envelopes.

The series was developed by The Chinese Bilingual Pilot Project, ESEA, Title VII, San Francisco Unified School District. It is distributed by East/West, 838 Grant Avenue, Suite 307, San Francisco, California 94108. Each paperback booklet consists of approximately 15 pages and costs $.50, plus postage and handling.

NATIONAL NETWORK HIGHLIGHTS

ASIAN AMERICAN BILINGUAL CENTER

2168 SHATTUCK AVENUE, BERKELEY CA 94704

Berkeley Unified School District
National Network of Bilingual Education Centers

EQUAL QUALITY EDUCATION FOR ASIAN AMERICAN CHILDREN

The Asian American Bilingual Center (AABC) at Berkeley, California is a Materials Development Center, funded by Title VII in 1975. The AABC is producing curricular materials which will foster the total growth of the bicultural child. Toward this end, the Center views cognitive development as inseparable from a child's social, affective, and psychomotor development.

The AABC uses an interdisciplinary approach to curriculum development. Its language components are Chinese, Philipino, Korean, Japanese and Samoan; a regularly published newsletter describes its works-in-progress.

Social studies form the core of the instructional materials covering the traditional subject areas of math, reading/language arts, fine arts, and science. The four themes, which are used to organize the social studies core, are CHILD, FAMILY, COMMUNITY, and NATURAL ENVIRONMENT. The following table demonstrates the emphasis (*) within each grade:

Grade	Child	Family	Community	Natural Environment
Kinder-garten	*Self-discovery	The Child's Family	Classroom	Ecology
First	Self-awareness	*Other Families	*School	Ecology
Second	Self-worth	*Work and the Family	*Neigh-borhood	Ecology
Third	Self-determination	*History and the Family	*Ethnic Community	*Ecology

Within each theme, the three major concepts of Identity, Needs, and Interaction are stressed.

These materials, packaged into three kits per grade level, are

in the pilot test stage at present. Field test editions will be disseminated by the National Dissemination and Assessment Center, Los Angeles (NDAC-LA). Each kit includes nine items, ranging from a teacher's guide to children's storybooks.

The NDAC-LA is currently preparing for dissemination a series of AABC prints derived from the working lives of ten Asian Americans. The print series, beautifully photographed, is well suited to the imagination of primary school children. The people depicted describe their job from experience and with feeling. Discussion questions about each person and their work, as well as pertinent class projects and field trip suggestions, follow each print. The NDAC's projected publication date for these prints is Fall, 1977.

NOTES ON THE PERSONNEL OF THE ASIAN AMERICAN BILINGUAL CENTER

Linda Wing, the Director, has taught Asian-American studies and has been a coordinator of curriculum development for the Berkeley Unified School District. Ms. Wing has written numerous curricular materials, such as "Asian Women: A Sixth-Grade Reading Kit," and "Asian American Art." A graduate of Stanford, she has also served as editor on various publications, as consultant to student and community groups, and as a speaker at conferences on minority youth.

Sau-Lim Tsang, a graduate in mathematics and physics from the University of California at Berkeley, serves as Project Evaluator. He has worked as a data analyst, a teacher, and a tutor of minority students. His dissertation was on bilingual mathematics education for Chinese and Chicano students.

Teresito M. Laygo, the Associate Evaluator, has been a curriculum writer and consultant, a classroom teacher, and a professor of mathematics and education at the Ateneo de Manila University. Mr. Laygo holds an M.A. in mathematics from Boston College.

Patricia C. Fong, Curriculum Manager, has worked as a consultant in the Burlington, Iowa school district and as an instructor in Asian American studies at Contra Costa College, San Pablo. She earned a M.A. in counseling from California State University, Hayward, and a B.A. in political science from the University of California, Berkeley.

Sau-Ling Wong, Chief Editor, is a former instructor in both Freshman English and Writing Workshop at Stanford University, where she is working on her Ph.D. in English and American Literature. Ms. Wong has been editor of the *Chinese Students' Association Newsletter* at Stanford, and of *The Undergrad*, a publication of the Students' Union at the University of Hong Kong. Her work, "The Fable of Flush," was published in the *Virginia Woolf Miscellany*, 3 (Spring 1975.)

On the Curriculum staff, **Linda Fong** wrote her thesis on "Developing an Asian-American Studies Curriculum," at the University of California, Berkeley. **Cora Rodil** was head teacher in the Asian-American Summer School for the Berkeley Unified School District. **Jessica Ordona** received both an M.A. and a B.A. in English from San Francisco State University. **Nobuko Brehmer** has been an ESL teacher for adults in Oakland and Hayward. **Alice Tao** is a founder of the West Los Angeles Chinese School, and has a B.S. in pharmacy from the National Taiwan University. **Voltaire Gungab** was a teacher in the Stockton Filipino bilingual program and earned an M.A. in theater from Northwestern University. **Sorcy Rocamora** has taught history at the University of California, Berkeley. **Cynthia Bonta** has written curriculum for the San Francisco Unified School District. **John Chi-chong Sen** received an M.A. from Teachers College of Columbia University. **Francis So** did his Ph.D. work in Comparative Literature at the University of Washington.

The members of the Support Staff are:

Rosalyn Chan	Artist and Graphics Designer
William Hames	Artist and Illustrator
Wesley Senzaki	Artist and Illustrator
Chester Yoshida	Graphic Designer and Illustrator
Agapito Ramos	Illustrator
Genevieve Engalla	Clerk-typist
Dorothy Mandoriao	Clerk-typist
Donna Chan	Duplicating machine operator
Alice C. Lum	Office Technician
Patsy Jang	Program Assistant
Millie Engalla	Secretary
Alice Lum	Secretary
Margaret Yuen	Secretary

Notes

Questions and Comments Invited

If you have questions or comments on **Bilingual Resources**, please submit them to the National Dissemination and Assessment Center. Representative ones will be published in future issues.

Address your questions and comments to:

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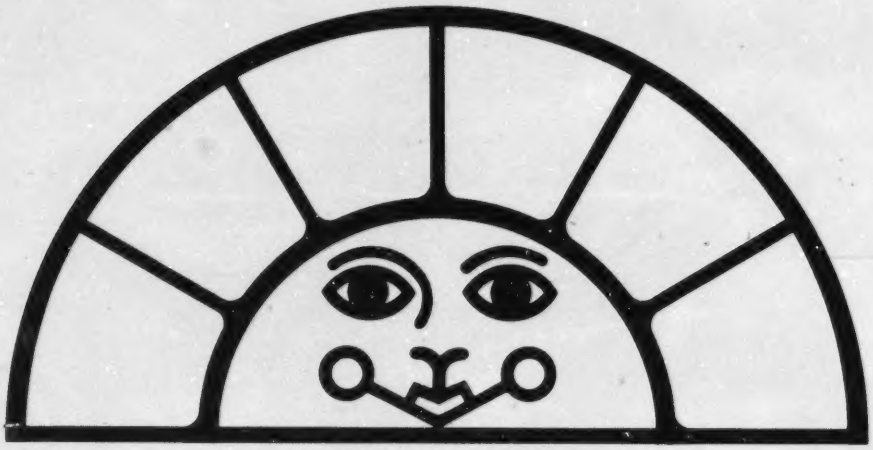

DO YOU HAVE AN EFFECTIVE TEACHING STRATEGY?

The National Dissemination and Assessment Center invites you to submit descriptions of effective bilingual teaching strategies. Selected descriptions will be published in future issues of **Bilingual Resources**; each contributor of published descriptions will be awarded an honorarium of $50.

Submissions must describe the following:

(1) educational objectives covered;
(2) materials used, including information on where the materials may be purchased or how they may be constructed;
(3) how materials were used;
(4) the amount of teacher preparation time and instruction time involved; and
(5) evidence of the effectiveness of the teaching strategy.

All submissions should be typed and double-spaced. Contributors wishing to have their submissions returned should include a stamped, self-addressed envelope.

Submit your descriptions to:

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